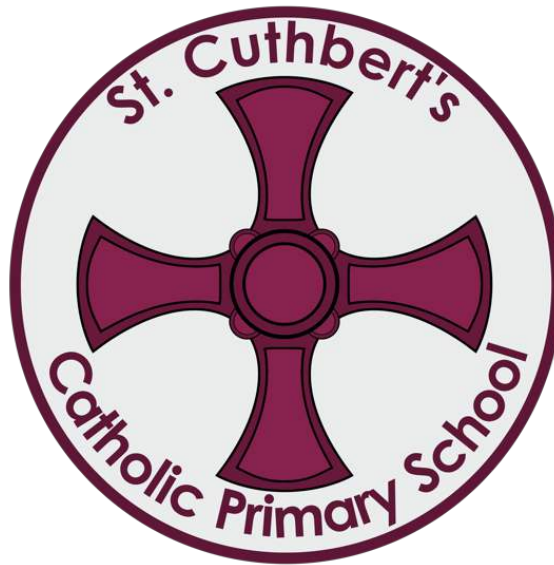


Reading Policy

St Cuthbert's Catholic Primary



Approved by:	Governing Body	Date:
---------------------	----------------	--------------

Last reviewed on:	April 2023
--------------------------	------------

Next review due by:	July 2024
----------------------------	-----------

Contents

1. Introduction	2
2. Vision.....	3
3. Purpose of study	3
4. Aims & Intent.....	4
5. School Curriculum Intent	5
6. Implementation.....	8
7. Impact.....	9
8. Review	10

1. Introduction

You are unique, talented and loved by God

Every child has the right to an education. (Article 28 UNCRC)

**Education must develop every child's personality, talents & abilities to the full.
(Article 29 UNCRC)**

This policy is written with consideration for the Gospel values of our Catholic school and for our ongoing commitment to the Rights of the Child which underpins our day-to-day practice and ethos. Although direct reference to these considerations are not continuously made, the policy has been written with full awareness of our responsibility and commitment to the faith and rights of our pupils.

As part of the Bishop Chadwick Catholic Education Trust (BCCET), we are committed to upholding the key values of our family of schools in the teaching of reading:

- **Excellence:** Reading is planned, taught and monitored to enable staff and pupils to achieve excellence.
- **Respect:** all of our school family are created in the image of Christ and are treated with equity and fairness. We are committed to providing support, high expectations and challenge for our staff and pupils, no matter their starting point, to help them develop their reading ability to the full.
- **Community:** we work as a community to achieve our aims and teach our pupils the value of collaboration and team work through reading.
- **Gifts:** we support all staff and pupils to enable them to fulfil their potential.
- **Aspiration:** staff and pupils are supported to be the best they can be and we ensure the needs of every individual are met.
- **Celebration:** we recognise and celebrate success, resilience and positivity in reading.

Our pupils are all unique individuals with their own strengths, aptitudes, interests and dreams. As a Catholic school community, we support each child to make the most of every opportunity we offer.

2. Vision

At St. Cuthbert's our reading curriculum has been developed to ensure every child can reach their potential in reading and that an enthusiasm for and confidence in reading is engineered in each child. Our school's philosophy of language is that the teaching of reading has a crucial role to play in equipping learners with the language skills they need to become effective members of their own communities, the world of work, and of society in general. The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables our children to express themselves creatively and imaginatively, as they become enthusiastic readers. Our children gain an understanding of how language works by looking at its patterns, structures and origins. At St. Cuthbert's, our children use their knowledge, skills and understanding in reading across a range of different situations. Our well sequenced curriculum enables children to build on their reading skills. Staff are ambitious for all children and responsive to their learning to ensure a deep understanding. We give opportunities for children to develop their imagination

3. Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

(DfE 2013)

4. Aims & Intent

The National Curriculum for reading (detailed below in *italics*) 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*

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

5. School Curriculum Intent

At St Cuthbert's we also aim for our pupils to:

- listen with concentration in order to be able to identify the main points of what they have heard;
- listen with enjoyment and enjoy being read to;
- make their own choices and selections from a wide range of texts;
- reflect on their own and others' contributions and the language used in a range of activities;
- develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- to encourage children to become enthusiastic, reflective and critical readers through contact with increasingly challenging texts which will develop their comprehension skills;

5.1 Early Years

The DfE identifies three areas that are particularly important for *building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:*

- *communication and language*
- *physical development*
- *personal, social and emotional development*

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Within reading, expectations are that a curriculum will adhere to these principles:

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Our EYFS curriculum is built around the [Development Matters non-statutory guidance](#) and is assessed using Early Learning Goals. Reading is taught daily, much of this through phonics and links are made across the curriculum so that the three prime areas of learning are strengthened. Reading is encouraged in all areas in the EYFS classroom through self-initiated and teacher led focus tasks. Children are listened to read on a 1:1 basis twice weekly, once by the class teacher and once by the class teaching assistant.

5.2 National Curriculum for Y1 to Y6

We follow the programmes of study as laid out by the National Curriculum:

The programmes of study for English are set out year-by-year for key stage 1 and two-yearly for key stage 2. The single year blocks at key stage 1 reflect the rapid pace of development in word reading during these 2 years. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for English on a year-by-year basis and make this information available online.

[Programmes of study for Years 1 to 6 can be found here.](#)

5.3 Inclusion

At **St. Cuthbert's Catholic Primary** School we enable access to the whole curriculum for every pupil and to ensure progression and reinforcement of skills and concepts throughout the year groups.

Literacy is a basic skill and is key to creativity, imagination and critical thinking. We want our pupils to find learning exciting, compelling and intrinsically worthwhile.

At **St. Cuthbert's Catholic Primary** School, we teach to all children, whatever their ability. Reading and language are a central part of the school curriculum to provide a broad and balanced education to all children and to enable them to access information for the whole of their lives. Pupils are always included in the sharing of whole class texts and may be scaffolded to help them access and understand this.

Teachers and teaching assistants provide adaptive learning opportunities matched to the needs of children whether they are working at standard, require further support or are exceeding. We ensure that children who are not at the expected standard are targeted for one to one reading and if necessary additional phonic intervention after screening

Where children have a recognised additional need, reading also takes into account the targets set for individual children in their Support Plans. Teachers provide help with communication and literacy through:

- using texts in a variety of formats that children can read and understand;
- using ICT, (other technological aids) and taped materials;
- carefully matching support programmes
- adapting to individual children's learning styles
- using amanuenses.

Once identified, pupils with special educational needs in speaking and listening, reading or writing will have their needs assessed and appropriate action taken in line with the "Code of Practice" (see school's Special Needs Policy).

We create an environment where **all** children can make progress. We teach **all** children and ensure that **all** children know this.

Pupil Premium

All pupils are given the opportunity to reach their full potential through support, experience and the tools necessary to support their learning, their independence and their achievements.

At St. Cuthbert's we direct Pupil Premium funding towards resources, activities, staffing etc to support the above rationale. Possible examples, appropriate to pupil need, may be:-

- One to one tuition
- Booster classes
- Intervention programmes
- Specific Class based resources
- Enhancement activities and experiences.

6. Implementation

We have introduced and regularly review our sequence of learning in reading. We have mapped out a range of rich, high-quality texts to be read in each year group and teach pupils fluency and comprehension. Reading takes place as a whole class, for small groups and 1:1.

6.1 Sequences of Learning

Our sequences are planned using our whole school long term mapping and our medium-term plans are adapted according to the needs of the class.

- Long Term Planning is broadly in line with National Curriculum and maps out the reading domains to be taught.
- Medium Term Plans follow the sequence of learning from the school long term plan but are adapted according to priorities and the particular needs of the cohort
- Our year group assessment maps out progression in year groups
- In EYFS and KS1, all children's reading books are linked to their individual phonic level.
- Pupils then move onto banded books
- All pupils have access to reading for pleasure books through our class libraries, central library and use of Fiction Express.

6.2 Timetabling

- All children are taught a daily English lesson; reading opportunities for comprehension and group reading are planned into this. Pupils are able to explore rich vocabulary for meaning and learn about the structure of texts. Staff ensure pupils have opportunities to explore reading domains at an age appropriate standard but comprehension is taught holistically as many of the domains overlap.
- Children read to the class teacher, TA or another adult. For the majority of our children in EYFS and Key Stage one, children should read to an adult at least once per week and this continues as
- Homework - All children take home a home reading book and log each night and it is expected that they read 3 to 4 times weekly at home.

6.3 Classroom Environment

- Classes have displays that reflect the current class text and contain key vocabulary, sentence modelling and genre information.
- Classes all have an accessible and inviting reading area and books and monthly magazines are rotated from a central library.

- All children have access to the whole school library.

6.4 Reading Lessons

- Each lesson focuses clear objectives
- Each lesson enables pupils to learn skills linked to age-appropriate reading domains, although the domains are not always taught discretely as they overlap
- Group reading sessions challenge children's comprehension skills and vocabulary.

6.5 Staff Development

We are committed to the ongoing development of reading.

- Each year, we identify a focus area for improvement which is included in our School Improvement Plan.
- We dedicate a minimum of one training session each term to develop staff knowledge in English teaching.

7. Impact

Senior Leaders, English leads, teachers & teaching assistants are all responsible for monitoring the impact of the English and reading curriculum to ensure pupils have a positive experience of reading

- Teachers and Teaching Assistants use questioning, support and challenge effectively to gauge understanding in lessons and ensure the vast majority of pupils keep up
- At each assessment point, pupils are assessed and teachers will make a judgement about any consolidation that needs to take place. Children are assessed using teacher judgements, the national curriculum and PIRA reading tests.
- These assessments are used to inform future planning and address misconceptions
- Timetabling includes additional time beyond the English and reading lessons to provide intervention where needed.
- Teaching & Learning is monitored through the Five Strand approach in line with BCCET which includes:
 - a. Checking of planning by subject lead / SLT to ensure thorough and timely coverage
 - b. Lesson observations
 - c. Shared monitoring of books with opportunities for discussion and shared practice to monitor impact collectively
 - d. Monitoring of assessment data
 - e. Pupil Voice

8. Review

This policy links to

- Writing
- Phonics and Spelling
- Marking & Feedback Policy
- SEND Policy
- EYFS Policy

This policy will be reviewed annually by:

- English co-ordinators
- SLT
- Link governor or whole governing body