

St. Bede's Reading Policy

We aim to ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities. Above all, we want children in our school to become enthusiastic, confident readers and fundamentally, we want children to develop a passion for reading.

Aims:

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.

- Inspire children with a love of reading that lasts for their life time by sharing with them an enthusiasm for children's literature and helping children to recognise the value of reading as a life skill.
- Encourage children to become enthusiastic and reflective readers by introducing them to good quality books, from a variety of cultures and in a range of different styles and formats.
- Develop our children's understanding of a variety of text types including non-fiction, fiction, poetry and drama.
- Develop children's confidence, fluency, and independence when reading for different purposes.
- Develop children's abilities to reflect on and have an interest in what they have read and the language and punctuation choices made by the author.
- Ensure our children have sound phonic awareness and use a phonics first approach to reading.

Teaching Approaches and Strategies:

Reading is taught throughout the whole school discreetly as part of literacy and as an integral part of the school day. During Literacy, comprehension session and other areas of the curriculum, children will have the opportunity to experience a range of good quality texts and are encouraged to respond and reflect on these. Through our whole class reading and whole class comprehension approach, children experience good models of reading and reading discussion, using a variety of quality texts written for a range of purposes. Fundamentally, teachers explicitly will model essential reading and comprehension skills.

Comprehension sessions happen on a weekly basis using prescribed approaches to reading. Texts chosen are aim to challenge the children to develop high-order comprehension skills encouraging to use the following strategies to help children understand and enjoy reading:

- Prediction- asking questions- I wonder
- Linking the text to the children's background knowledge
- Visualisation
- Text detectives - inference
- Breaking down and repairing the text
- VIP phrases
- Finding the GIST.

Each lesson generates child-led discussion and leads to independent written activities that allow children to reflect on the text. Teachers record and use evidence from these sessions to inform our STEPs assessment system.

Teachers read on a regular basis using a whole class novel. Teachers read aloud quality children's literature questioning the children relating to the story and vocabulary that the children have been exposed to. Where appropriate, each child will have a copy of the book.

Reading Plus:

Reading Plus is a web-based program used in for our Key Stage 2 pupils which is designed to bridge the gap between functional literacy skills and reading for meaning. It prepares pupils to engage with complex texts by building upon the foundational skills of phonics and phonetic awareness helping pupils to develop silent reading fluency, comprehension and vocabulary acquisition.

Pupils are able to choose from a wide variety of age-appropriate texts (fiction, non-fiction and informational) that are matched to their reading level and apply their knowledge and understanding by answering comprehension questions. These questions target the pupil's knowledge and skill of inference, referral and use of language.

Reading Plus automatically tracks the time it takes to read texts and establishes a pupil's silent reading speed. Silent reading speed, or reading rate, together with vocabulary understanding determines a pupil's ability to comprehend text. Reading Plus uses a *Guided Window* to help model silent reading fluency best practice. Matched to individual pupils' reading speed, the *Guided Window* gradually gets faster once pupils

Home Readers:

All children will have a reading book, chosen by them, at an appropriate level to take home. These books should be 90% readable by the child and the class teacher monitors this regularly. If children want to read a book that is currently beyond their ability level, we encourage parents to share the book at home with them. Children will be given the opportunity to change their books as often as needed; this will be with the support of an adult. All reading to an adult is be recorded in the children's Reading records and the class teacher's reading record.



We use a variety of book schemes to support children in their reading journey. We support and encourage children through the bands but we will not rush or push children through them when their decoding and/or their comprehension skills are not sufficiently developed.

Children are encouraged to read three times a week at home with an adult through our 'Golden Ticket' reward system.

Target Readers

At St Bede's we recognise that some children will need to read more regularly to an adult as they need more practise and/or they are not reading to an adult at home. Class teachers identify these pupils, as 'Target Readers' and read to school staff or other designated adults on a regular basis. Teachers provide additional opportunities for these target readers to read aloud in school and, wherever possible, working with families to help raise the profile of reading at home

Phonics in EYFS and KS1

At St. Bede's Catholic Academy the teaching of phonics is a key focus and as part of our approach we use the Read, Write, Inc programme. All children in our Foundation Stage, Year 1 and Year 2 are taught phonic skills through a daily 20 minute discrete phonic lesson. Children are taught individual phonemes (sounds) and corresponding graphemes (written letters) and then develop skills in blending and segmenting. These phonic skills also enable a child to work out the phonemes they will need to use when they are writing words. Children's phonological skills are assessed every 6-8 weeks.

Phonics at Key Stage 2

Pupils who do not pass their phonics tests or are identified as needing a phonics intervention in KS2 through assessment of their reading, writing and spelling receive individualised phonics sessions delivered by teaching assistants and are regularly tracked by the class teacher. Phonics sessions in KS2 will follow all the principles as set out in Read Write Inc (please see appropriate KS2 intervention lists.)

Children who need to further develop phonic knowledge and are supported and closely monitored by school staff. In addition, these children should be brought to the attention of the SEND co-ordinator in order to explore possible reasons behind their difficulties with phonics and be identified on the school's SEN register (if appropriate). A record of the targets for these identified children should be kept on an IEP.



Assessment

Teachers continually assess children's reading. Individual reading to a member of staff will be used to analyse children's strengths and weaknesses and to plan future work and targets accordingly. Children's attainment and progress is regularly monitored and reviewed through our STEPs assessment tracking and teacher and support staff records. Children are also assessed through the use of more formal tests termly. We use the New Group Reading Test (NGRT) to measure a child's reading and comprehension age.

Reviewed Sept2021.

Read Write Inc Phonics Policy

Aims and Objectives

To teach children to:

- decode texts effortlessly so all their resources can be used to comprehend what they read
- spell effortlessly so that all their resources can be directed towards composing their writing

The RWI scheme advocates that lessons should be delivered using the 5 Ps:

- Pace - good pace is essential to the lesson
- Praise/Positive Teaching - children learn more effectively in a positive climate
- Purpose - every part of the lesson has a specific purpose
- Participation - a strong feature of RWI lessons is partner work
- Passion - this is a very prescriptive programme. It is the energy, enthusiasm and passion that group leaders put into the lesson that bring the teaching and learning to life!

The intention is that all classroom staff will be trained in these phonics principles

Roles and Responsibilities

The Head Teacher oversees target setting and tracking with RWI Coordinator and Literacy Lead.

The RWI Coordinator:

- Oversees the assessment of all Reception & KS1 & Year 3 and 4 pupils (still requiring phonics interventions) and designates pupils to the correct groups. Tracks children's progress and analyses data.
- Assigns leaders to groups - 'drops in' on RWI groups to give advice and to informally check that pupils are in the correct groups through learning walks and scrutiny of work
- Where necessary models lessons
- Attends up-date meetings when they occur and reports back to the RWI group leaders
- Speaks with the head teacher/literacy coordinator regarding groupings, teaching spaces and other relevant matters
- Is responsible for reporting to the governors about the quality of the implementation of RWI and the impact on standards



Organisation of Teaching and Learning RWI in the Foundation Stage

Children in nursery follow Letters and Sounds Phase 1- listening for and distinguishing sounds in the environment. Initial letter sounds are introduced. The staff use 'Fred Talk' daily with the children, with the expectation that the children will begin to encode the words. Nursery staff have phonic flashcards to introduce the letter picture, a phonic frieze and a Fred the Frog toy.

In reception RWI is fully implemented in the Autumn term, sounds are taught to the whole class together until all set 1 and set 2 sounds have been taught. At that point, children are assessed and catch up phonics sessions are implemented. The Foundation Stage leader keeps the RWI and Literacy Coordinator informed of Reception children's assessments and progress.

In Key Stage 1 pupils work within ability groups that are defined by their performance on RWI phonic assessments. Pupils are re-assessed during the year and the groups are reorganised accordingly. This means children from both year groups may be taught in one group. These daily lessons last for 20 minutes. RWI lessons follow a set format (see Appendix 1).

The RWI coordinator will inform staff when to carry out assessments in order to regroup the children but this usually takes place every 6 - 8 weeks. This assessment follows the assessment laid out in the Phonics handbook.

Resources

Resources are listed in the RWI handbook and include simple and complex speed sounds charts, small and large phonic flash cards, magnetic letters, fiction and non-fiction graded reading books, green and red word flash cards, phonics wall friezes, Fred the Frog toys, the one to one tutoring kit, Phonics handbook, writing handbook, speed sounds lesson plans book, ditty book, computer software. Staff should inform the RWI coordinator if they require any additional resources not available in school.

Phonics in KS2

Children who need to further develop phonic knowledge and are supported and closely monitored by school staff. In addition, these children should be brought to the attention of SEND co-ordinators in order to explore possible reasons behind their difficulties with phonics and be identified on the school's SEN register (if appropriate). A record of the targets for these identified children should be kept on an IEP.

If appropriate, children may still access the programme however, in most cases more intensive TA intervention will take place.

Appendix 1:

Typical RWI lesson sequence:

Monday	<p>Speed sounds Teach sound from set: -Show image and teach mantra -Fred talk green words using taught sound (children to write if apt) -Check with partner -repeat with range of words using taught sound -Hold a sentence including 2/3/ words using taught sound. Write sentence Check with partner Check sentence as whole group- full stops, capital letters, spelling, finger spaces.</p>
Tuesday	<p>Speed sounds Teach sound from set: -Show image and teach mantra -Fred talk green words using taught sound (children to write if apt) -Check with partner -repeat with range of words using taught sound -Hold a sentence including 2/3/ words using taught sound. Write sentence Check with partner Check sentence as whole group- full stops, capital letters, spelling, finger spaces.</p>
Wednesday	<p>Paired reading of stage appropriate book: Speed sounds Read speed sounds Fred talk green words Read red words Discuss vocabulary check T to read introduction and discuss Read story in pairs- take turns to read and point. T to read aloud to group</p>
Thursday	<p>Paired reading of stage appropriate book: Speed sounds Read speed sounds Fred talk green words Read red words Take turns to read story</p>



	<p>Read speed words Write some speed words Hold a sentence</p>
Friday	<p>Paired reading of stage appropriate book: Speed sounds Read speed sounds Fred talk green words Read red words Take turns to read story Read speed words Discuss questions Answer questions <i>More focus on writing sentences today.</i></p> <p><i>More able groups to record answers in full sentences reinforcing grammar and punctuation.</i></p>