



# Reading Policy

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## 1. Policy Aims

This Reading Policy aims to:

- Ensure consistency in the approach to the teaching of Reading across school.
- Set out expectations for all members of the St John's community with regards to the teaching of Reading.

School Staff

To promote:

A confident, positive attitude towards the teaching and learning of reading, making it an enjoyable experience.

The ability to communicate effectively in a variety of forms.

The skills of communication through speaking and listening in a range of contexts.

The range of skills required in reading in order for children to read for meaning, understanding and enjoyment.

Governors

1. To appoint a designated link governor who will:

Meet with the curriculum Subject Leader at least once a year to find out about:

- The school's systems for planning work, supporting staff and monitoring progress.
- The allocation, use and adequacy of resources.
- How the standards of achievement are changing over time.
- Visit St John's and talk to pupils about their experiences of the curriculum area.
- Promote and support the positive involvement of parents in the curriculum area.
- Attend training and other events relating to the particular curriculum area.

## 2. Intent and Priorities.

### Intent

Here at St John's, we value reading as a key life skill, and are therefore dedicated to enabling all of our pupils to become lifelong readers. We believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences whilst also developing a breadth of vocabulary. Sharing a wide range of literature as a whole class or within small groups is a strategy used widely across our whole school to develop a love for reading and to model listening and speaking skills. As a school we immerse our pupils in a broad range of rich texts written by a wide selection of authors, allowing our pupils to access and acquire knowledge and understanding across the entire curriculum. Throughout the exposure to different texts, we aim to address and cover a vast amount of life lessons to prepare our pupils for the future. Our reading curriculum also allows our pupils to access a wide range of different genres, including poetry, which we continue to keep relevant, and encourages our pupils to emphatically participate in discussions about texts, whilst also evaluating an authors' use of language and the impact this can have upon the reader. By the time our pupils leave St John's, they are confident, competent readers who have a thirst for reading and have therefore unlocked all reasons for reading such as: pleasure, knowledge, inference and understanding.

### Priorities

- To expose our pupils to a wide range of books and genres from an early age, in order to develop speaking and listening skills.
- To provide our pupils with the skills and opportunities to recognise, hear, decode and become fluent readers.
- Which in turn will enable our pupils to comprehend and understand a wide range of texts and make strong connections to the wider world.

## 1. Aims and objectives

The aims and objectives of the subject are as follows:

- To foster a lifelong love and enjoyment for reading, taking genuine pleasure from what they have read with someone else or independently.
- For all of our pupils to read confidently and fluently and seek to acquire knowledge independently.
- Gain a secure understanding in the reading skills they need to access all areas of our curriculum.
- To show a clear understanding of what they have read and what is read to them by articulating their understanding and justifying those responses.
- To allow our children to think imaginatively and discuss with both children and adults there likes and dislikes of certain texts read.

## 2. Implementation

### Early Years and Key Stage One

At St John's C of E Academy, Phonics is taught following the FFT Success For All programme. This is a DFE validated scheme and follows the principals of Systematic Synthetic Phonics teaching. Full fidelity to the scheme is evident, children begin their phonics journey as they enter EYFS and progress through the scheme throughout FS2 and KS1. Children are closely tracked and progress monitored through the FFT Reading Assessment Programme. Children who are recognised as falling behind are targeted to take part in the Lightning Squad intervention programme – this is an evidence based programme and supports our children in making rapid progress.

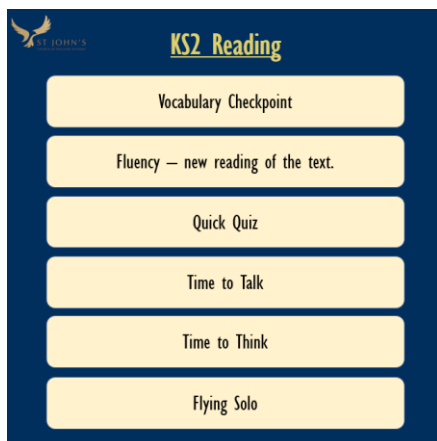
Guided Reading in Early Years and Year 1 is facilitated by FFT Shared Readers. These books are closely matched to emerging phonic knowledge and also allow for the teaching of further reading skills. Year 2 Guided Reading supports the children by continuing to work on reading fluently and also incorporates understanding and comprehension. This is facilitated by the FFT Routes to Reading programme.

At the end of Year 1, children take the Phonics Screening Check. Children who do not pass the test receive further support as they move into Year 2.

Children are further supported by a wide choice of Decodable Reading Books which are matched closely to reading ability. These books are carefully selected by class teachers. Children in Year 2 who have passed the Phonics Screening Check choose from our Next Steps reading boxes, to allow free choice but also to allow teachers to direct children to suitable books. Children who are confident and fluent progress on to Free Readers.

### Key Stage Two

Across KS2 at St John's C of E Academy we use a Whole Class Reading approach to deliver our reading lessons. The structure of each reading lesson (shared below) is consistent across the key stage and incorporates fluency, rich discussion and an opportunity to model the comprehension skill for the lesson before the children show their own understanding of the text independently. Texts for each lesson are carefully chosen by classroom teachers to ensure a broad variety of high quality texts are studied across the academic year.



This is the structure of each reading lesson followed across KS2.

Upon entering KS2 children who are identified as needing additional support to become fluent and confident readers continue to receive targeted support at the appropriate level. Children who did not pass the phonics screening retake at the end of Year 2 continue to receive phonics instruction from classroom teachers as well as teaching assistants, using the Success For All programme. They also receive targeted intervention through the Lightning Squad programme.

In addition to this, once our children are confident, competent readers they go on to a whole class reading programme Reading Plus. This is bespoke to each individual child and their reading ability. It supports both the fluency and comprehension skills of reading.

Children are further supported by a wide choice of text which is closely matched to their reading ability. Some of our pupils will be given a Decodable Reading Book. These books are carefully selected by class teachers. Pupils who have a secure understanding of phonics and are developing confidence in fluency choose from our Next Steps reading boxes, to allow free choice but also to allow teachers to direct children to suitable books. Children who are confident and fluent progress on to Free Readers.

### Impact

By the time our pupils leave our academy and continue their educational journey, all will be confident, competent readers, who have a thirst for reading and have therefore unlocked all reasons for reading such as: enjoyment, knowledge, inference and understanding of the wider world and beyond.

## 3. Roles and Responsibilities

### Subject Lead

The Reading coordinator is responsible for providing professional leadership for all colleagues in order to secure high-quality teaching, effective use of resources and high standards of learning for all of our pupils. This will be achieved by regularly discussing, reviewing and monitoring the reading curriculum across the whole school, identifying staffs areas of strength and development and therefore acting upon this by providing continuous professional development opportunities as well as developing their own continuous development opportunities to support staff accordingly. The reading coordinator is responsible for monitoring and analysing the in house reading data and utilising this to discuss pupil progress and attainment with staff, to ensure the needs of all pupils are being met. In addition to this, it is also the responsibility of the reading coordinator and the senior leadership team to quality assure the texts being deliver by each year group and where necessary, discussing and adapting these to ensure a wide range of quality literature is being studied.

### Teachers

It is the responsibility of class teachers to promote a confident, positive attitude towards the teaching and learning of reading, making it an enjoyable experience for all of our pupils. The long term curriculum maps, skills ladder and reading structure should be used to inform the high-quality teaching and planning of reading within their classrooms. Class teachers are responsible for ensuring that all reading objectives are being met for their cohort and that the texts chosen are engaging and of a high-quality. In addition to this, the teachers within our academy are responsible for ensuring both Whole Class Reading and Reading Plus are delivered for a minimum of three 30 minute lessons each, every week as well as completing our daily 10 minutes a day Reading Pledge. In addition to it being the responsibility of the reading coordinator, teaching staff are also responsible for highlighting any professional development opportunities they would like to engage with to further develop their practice.

### Senior Lead

It is the responsibility of the Senior Leaders to support teaching staff and phase leads with the implementation and monitoring of reading across the school. They should hold teachers and the reading coordinator accountable in regards to the teaching and assessment of reading.

#### 4. Equal Opportunities in Reading

Here at St John's there is a commitment towards high achievement in reading regardless of gender, race, class or disability. Therefore reasonable adjustments are made by the class teachers and teaching assistants to ensure individual learning needs are planned for to allow all of our children to succeed.

Within this area of the curriculum, pupils support plans are used by class teachers to design tasks, adapt teaching approaches and plan appropriate teaching and learning resources to support our pupils with special educational needs. Reading planning for our pupils with SEND should ensure it addresses their barriers to learning, allowing them to fully participate and flourish in all aspects of school life.

#### 5. Assessment and Recording

Staff within both KS1 and KS2 assessment all pupil's attainment and progress in Reading at four given data points throughout the academic year, using NFERs and their own teacher judgement. Analysis of this data then informs intervention groups and future planning, ensuring all children's individual needs are being met.

All pupils in both Foundation Stage and Key Stage One are assessed using the reading assessment programme, this monitors progress and identifies gaps. Pupils who have been identified as falling behind are assessed and monitored closely on Phonics Tracker from Year 2 right through to Year 6.

For pupils who have passed their Phonics Screening from Year 2 upwards, we use Progression in Knowledge documents to track all pupils' progress. They are also used to inform whole class planning and small group intervention.

Upon reflection of the assessment outcomes, pupil reports are then generated, outlining individual targets for all pupils and the level they are currently working at in relation to the national expectation, which are then communicated to all parents each term.