



Reading Policy

“The more that you read, the more things you will know. The more that you learn, the more places you'll go.”

— Dr. Seuss, *I Can Read With My Eyes Shut!*

Aims

“If you don't have time to read, you don't have the time (or the tools) to write. Simple as that.”

— Stephen King

Our School Reading Vision

At Our Lady of Lourdes, we envisage a reading curriculum with quality texts at the centre coupled with high expectations to foster a love of reading. Our curriculum teaches specific reading skills to equip our pupils with the tools to become lifelong readers. We choose this approach because we believe that great books are at the heart of a great reading curriculum!

At Our Lady of Lourdes we always aim to:

- Develop happy, healthy and curious learners who read confidently and fluently and seek to acquire knowledge independently
- Help our pupils to develop a lifelong enjoyment of reading taking **genuine pleasure** from what they read
- Give our children the reading skills they need to access **all** areas of the curriculum making them lifelong readers
- Enable children to access, understand and begin to manage information
- Help children begin to understand the meaning of what they read and what is read to them
- Help children make responses to what they read justifying those responses
- Allow all children to use reading to become immersed in other worlds...both real and imagined!

At Our Lady of Lourdes, we consider ourselves a **community of readers**. Therefore, we expect **all adults** to model and communicate *their* love of reading in the following ways:

- Daily story time to simply share a book for pleasure
- Shared and guided reading where specific reading skills are demonstrated
- Providing exciting reading areas that inspire our children to read
- Reading with the individual children who need our support the most and planning and delivering catch up intervention programmes to bridge gaps in learning.

The Teaching of Reading

Reading is taught through a range of approaches to ensure that our reading curriculum is fully inclusive, accessible and meets the needs of ALL pupils. Children are then provided with regular opportunities for independent reading to practise the skills taught.

Staff set high expectations and our reading progression documents ensure that specific reading skills are being taught progressively as our pupils move through school to build upon previous knowledge.

We see reading as a multi-strategy approach to understanding the written word with strong phonics teaching as a foundation. It is not simply the decoding of black marks on the page but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning and therefore the teaching of reading should be given a high priority by **all staff**. Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

Children should:

- Develop the ability to read aloud fluently and with expression;
- Develop the ability to read for meaning;
- Develop the skills required for the critical reading of texts;
- Be encouraged to read a wide range of fiction, poetry and non-fiction materials;
- Be taught a range of strategies for reading including:

- **Phonic** (with a key focus on blending letters to form sounds)
- **Visual** (whole word recognition and analogy with known words);
- **Contextual** (use of picture and background knowledge);
- **Grammatical** (which words make sense);

These skills are to be taught during shared and guided reading.

In addition to this children should:

- Be encouraged to listen attentively;
- Gain awareness of the close links between reading and writing activities.
- Have access to fully decodable texts in line with DFE guidance as well as opportunities to decode unfamiliar texts which they find challenging.

Shared Reading

In shared reading the teacher's role is to make overt **what good readers do**. During shared reading the children can access a text which may be challenging to them individually. Reading

skills and strategies should be clearly modelled, and discussion should help children to deeper understanding of the text. Shared reading should have a specific focus and all abilities should be included in discussions by differentiated questions.

Shared reading should take place within the daily English lesson and also through the reading of information texts related to other curriculum areas.

Guided Reading

For guided reading the class is divided into groups of no more than 7 children of similar reading ability. Targets for guided reading should be shown on weekly plans and supported by the questions and resources within class guided reading files. Lower ability groups should have a least one guided reading session each week which may be inside or outside the English session.

Texts should be carefully selected at instructional level for the group and plans for each session should reflect a specific teaching focus **appropriate to the group**.

Structure of a Guided Reading Session

Book Introduction

This provides the context for the reading. The teacher will activate children's prior knowledge and/or discuss the main themes of the text, including some prediction of the contents.

Strategy Check

Just prior to independent reading the teacher guides the children to focus on and apply key strategies while reading independently.

Independent Reading

Children will read independently while the teacher gives focused attention to support, monitor and assess individuals as they read. This will inform the target tracker.

Returning to the Text

The teacher asks questions, promotes discussion and interacts with the children to extend their thinking and develop their responses to the text.

Follow Up

(May be developed as a separate session during next English session.)

An element of the text is used to teach a specific point related to the current English topic.

Older children may be given the next section/chapter of the book to read with questions to think of as they read.

Independent Reading

Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors.

From Year 1 onwards there will be timetabled opportunities for periods of silent reading several times a week and regular access to the class reading areas where children should select a book just for pleasure.

Children should have access to a wide range of books (see our reading spine for suggested texts) including fiction and non-fiction via their reading areas, Bolton Library Service and from texts brought in from home.

Book areas are of tremendous importance. Selecting their own choice of texts is an important part of developing pupil independence. Selecting texts motivates readers and helps children to develop and discuss their reading preferences. Multiple sets of books within the reading areas encourages our children to read to others and to share their skills as a group.

In KS1 and, where appropriate in KS2, children will be given reading books at an appropriate level to take home, together with a reading record. In line with DFE Guidance for reading and Little Wandle our chosen phonics scheme, pupils will be given a text which is fully decodable and tailored to their phonics learning in class alongside a more challenging text, designed to be shared with a parent. Children's individual reading at home will be monitored by staff and supported by teaching staff and their classroom assistants. Each time a child reads at home, a comment should be written in the reading record. When a new book is given, an adult will initial reading records and insert the name of the book to be read next. Where children do not read regularly at home teachers will arrange for them to read individually at school to parent helpers, classroom assistants or older children. Those children seen to be struggling will also be given opportunities to read to an adult on a daily basis and daily catch up intervention sessions of ten minutes in line with Little Wandle synthetic phonics programme.

At Key Stage 1, home reading record books will be collected twice a week and signed by the classroom assistant or teacher in the monitoring of home/school reading. Class based rewards will be given for regular reading at home and reading will be actively promoted within whole school/shared area displays. At key stage 2, home reading records will be collected weekly.

Reading should not be seen as just a 'school activity'. Wider family involvement supports reading and ensures children have access to reading materials at home. Therefore at Our Lady of Lourdes, we provide meetings for parents to support them in helping their child at home with reading. Individual class teachers tailor homework activities to provide parents with suitable ways to support their child's reading. We are also subscribed to the eBook Library at

oxfordowl.co.uk and the Oxford Owl at home resources enable parents and children to access a wide range of texts including those which are fully decodable.

Hearing Books Read Aloud

This builds enthusiasm and enjoyment. It influences independent reading and tunes children in to book language. Teachers of **all** age groups should find time to read aloud to their class on a daily basis with no agenda other than to relax and absorb a great book!

Children Reading Aloud

This will be modelled during shared and guided reading and hearing books read aloud with the exception of those children targeted to require extra 1:1 catch up sessions. Whilst in school, children are taught the skills they need to become effective readers. These skills are taught using a high quality text at the centre. Children will be taught:

- Key vocabulary to build their vocabulary store and aid vocabulary development
- Phonetic awareness with an emphasis on decoding. This is taught daily in KS1 and applied in a second phonics session each afternoon.
- Reading fluency, including oral reading skills demonstrated by adults in school.
- Reading comprehension strategies.

(Please refer to our Reading Progression Map for progress steps in these skills and specific targets)

Children are then expected to practise and fine tune these skills at home.

Children should also have the opportunity to read aloud to a variety of audiences, including their own age group, younger children and during class assemblies.

The Reading Environment

Classrooms and **all school areas** should provide a print rich environment to promote the importance of reading. Reading displays should form a part of that environment – book corners, collections of favourite books attractively displayed, book reviews, book of the week, author displays and collections of books on a similar theme will help to develop enthusiasm. Reading is promoted in whole school/shared display areas.

Foundation Stage

Reading opportunities are given on a daily basis. A wide range of approaches are used to provide first hand experiences for the children. The children are taught in a stimulating environment that is rich in written print. There are focussed periods within the day when small groups of children share books in a more structured way - i.e. guided reading. The class teachers share big books and eBooks with the class and regularly read stories and rhymes.

The children are given an individual reading book to take home when they are ready. The teacher reads with the child and encourages reading to take place at home.

Key Stage 1

Discrete daily phonics work takes place during our daily Little Wandle sessions. Children are taught within their class by their class teacher using uniform teaching approaches and resources so that there is clear structure and consistency from YR to Y2. Our phonics programme meets the age related standards in reading and phonics by:

- Engaging children through teacher energy and enthusiasm.
- Extensive interaction between teachers and children in lessons.
- Generous praise and encouragement and building on and celebrating success.
- Providing a complete teaching programme meeting the expectations of the National Curriculum and taking our pupils beyond the expectations of the phonics screening check.
- Providing coverage, progression and catch up where needed.

Children at Key Stage 1 are given the opportunity to follow up their daily phonic session by applying the skills they have learned in a second afternoon session each day.

During shared and guided reading, phonics work is reinforced by class teachers in the context of real texts. Reading skills are developed across the curriculum. Provision is made for children who require extra support through differentiated class teaching and carefully planned activities.

Class teachers deliver the National Curriculum objectives by using a wide range of text types as the starting point for their teaching and fully immersing the children in great quality books. (Please refer to the Our Lady of Lourdes Reading Spine to see core texts from Foundation to Year 6) Writing activities follow on from shared reading with a balance of reading and writing over a period of up to 3 weeks.

Key Stage 2

Careful study and immersion in the reading genre over several days leads to children attempting writing in that same genre. This is usually during a unit of work lasting several weeks. Over the unit there will be a balance of shared reading and writing activities. Children have daily English sessions. However, at Key Stage 2 it is necessary to have additional sessions for the explicit teaching of comprehension and SPAG skills. Provision is made for children who require extra support through intervention programmes and differentiated class teaching/independent tasks.

Extra Support

Individual class teachers will devise intervention programmes based on the needs of individual pupils. Children may be assigned 1:1 time or work in small groups based on their targets. Staff are deployed where necessary to support class teachers with intervention. Consultation with the school SENCO is essential to ensure children are placed on programmes appropriate to their needs. At Key Stage 1 pupils are regularly assessed in their phonic knowledge using the Little Wandle assessment tools and are placed on the Little Wandle support “catch up “ programme to bridge any gaps identified.

Greater Depth Pupils

Challenge for our greater depth pupils is provided through careful planning and differentiation of independent tasks.

Assessment and Recording

A whole school approach to assessment and record keeping is used. This is detailed in the separate assessment policy.

Parental Involvement

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. Our Lady of Lourdes, we strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to contribute to their child’s reading development, welcoming comments in individual reading record books.

Parents are invited into school to learn about how reading is taught and developed. Parents will continue to be invited into school to be consulted about any changes with regard to reading.

Reviewed by H McMahon

Updated: January 2024

Review Date: Autumn 2025