

# St John and St James Reading

*Jesus said, 'I have come that you will have life, life in all its fullness.'*



*'Developing a love of reading can be more important for a child's educational success than their family's socio-economic background.'*

Organisation for Economic Co-operation and Development (OECD) 20025

*'Other benefits include an increased breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, better general knowledge and even 'a greater insight into human nature'.* Reading for Pleasure: A research overview, National Literacy Trust, 2006

<b>During Foundation Stage</b>	<b>During Key Stage 1</b>	<b>During Key Stage 2</b>
<p>From nursery upwards, we use Read, Write Inc to teach phonics. Reception children have daily phonics lessons, initially as a class, they are split into phase groups. We aim to have as many children as possible reading Green books by the end of Reception.</p> <p>In the Nursery and Reception classes, we focus on engaging children in a love of books by using quality texts as a central theme in the classrooms and by sharing stories with them throughout the day. In Reception, children read weekly in groups with an adult, once they are settled. Staff also hear children read on a one-to-one basis where this is needed. Children will have decodable books for independent and home-reading and, wherever possible, in class.</p>	<p>In year 1, we continue teaching phonics, daily in book band groups, using <i>Read, Write inc</i>. We aim for all children in Year 1 to meet the phonics screening threshold.</p> <p>In year 2, we continue teaching phonics through <i>Read Write inc</i>. We aim that all children leave year 2 secure grey level. As children progress beyond grey level we begin to teach reading comprehension using the Headstart resources. These teach very specific skills or strands of reading e.g. retrieval, prediction and inference.</p> <p>In year 1 and 2 we also teach many reading and comprehension skills through the English lesson. As children learn about each genre, they will deconstruct quality texts, learn new vocabulary and discuss reading skill .</p> <p>All book bags are changed with individual readers throughout the week for all children. Where necessary children will continue with decodable books for home-reading.</p> <p>All children visit the school library each week to choose a book to read.</p>	<p>Where necessary discreet phonics continues as an intervention alongside spelling strategies and whole word recognition, until children are fluent readers.</p> <p>All children have a daily Destination Reader session for 45 minutes. The session includes clear modelling of the 7 essential strategies to develop a deeper understanding of key texts; predicting, clarifying, summarising, asking questions, inferring, evaluating and making connections. We have selected quality texts each half term across key stage 2. Children also have levelled books as group readers.</p> <p>All children visit the school library each week to choose a book to read.</p>

<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>The school's curriculum maps shows the scope and sequence of reading skills to be covered each term from the acquisition of early reading skills through to provision for competent readers.</li> <li>There is a medium term plan for each unit of work</li> <li>Plans for reading sessions and interventions are annotated and adapted to show how less able and those new to English will access the content.</li> <li>More able children are planned for so that they can deepen knowledge and skills.</li> </ul>
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<p><b>Marking and feedback</b></p> <p>Work should be marked according to the school marking policy by using</p> <ul style="list-style-type: none"> <li>Peer and self-assessment</li> <li>Oral feedback</li> <li>Written feedback</li> </ul>
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<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>Flexible groupings are used during lessons e.g. ability and mixed ability groups, paired reading, guided and independent reading and whole-class learning.</li> <li>Teachers are expected to have a regular 'read-aloud' session with their class reading a specially selected range of modern and classic books.</li> <li>Using reading to develop vocabulary is explicitly taught using strategies which are evident in the classroom. Explicit teaching of vocabulary is built into English lessons for both reading and writing.</li> <li>Children receive a Reading Log in which they record comments using specific reading and comprehension skills. It is expected that children read for at least 20 minutes every day and write a comment.</li> </ul>
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## Assessment

### Formative:

AFL is used within each lesson to establish next steps for pupils.

Reading skills assessment is built into comprehension activities in class.

### Summative:

All children in EYFS undergo baseline assessment for Reading skills

In Year 1, children undergo statutory Phonics Screening (which is repeated in Year 2 for those not meeting expected standards)

In Year 2, children take the statutory Reading Tests.

All children have a termly reading and comprehension test. Children who are reading well below the expected standard complete the Salford reading assessment to ensure fluency is progressing through the year.

### EYFS:

Teachers and key workers make observations regarding the pupils' development in early reading.

## Resourcing and display

Because Reading is such a fundamental part of learning, the school has invested in a very wide variety and amount of books and supporting materials to develop reading skills and provide opportunities for reading for both learning and pleasure.

### Class Libraries:

All classrooms have an attractive, enticing, well-stocked class library from which children can borrow books to read in class and at home. These are maintained to encourage children to engage with reading for pleasure.

There is a whole school library from which children can borrow books of their choice. Within this library we have dual language books to enable both parents and children who read in their home language to access the English language in written form, building cultural capital and involving parents in the reading routines.

### Levelled Reading Books:

Within the ICT hub we have collections of books that are grouped into book bands to meet the needs of readers who are still developing their skills, fluency and confidence. In addition, we have a range of decodable books linked to RWI for the children to read in school and at home.

We have collections of books to support fluent readers to continue to develop their skills through group discussions on the same text.

In EYFS and KS1 We send home letter-sound cards, matched decodable reading books, and links to virtual phonic lessons so the children can practise reading with their parents.

### Working wall:

Phonics displays are visible and used across the curriculum in all key stage 1 classrooms. In key stage 2, every class will maintain a working wall based on the text they are studying. The current skill focus is displayed alongside sentence stems to aid discussion.

### Reading Events

The school enjoys events such as Book Week, World Book Day visits by published authors, skilled story tellers from many cultures, performances by professional theatre groups, making books, using drama, dance and music to illustrate texts. Parents are encouraged to attend workshops to provide advice and ideas for supporting their children's reading at home.

## Monitoring

Monitoring is undertaken by the subject leader and SLT during the school year. This will include:

- learning walks during English, phonics and Destination Reader lessons.
- scrutiny of English books and Reading Logs.
- reading with pupils and discussions about what they have read and enjoyed.
- regular reviews by SLT and HEP