



Flourishing Together, Rooted in Love

St-Paul's CE Junior School

Reading Policy

Aims:

Our overarching aim for reading at St-Paul's School is to provide learning opportunities within our curriculum; enabling all of our pupils to read with confidence, fluency, accuracy and understanding. We want our pupils to find books interesting, informative, relevant and meaningful; providing them with the skills they need to become literate adults and readers for life.

Teaching Reading:

In order to deliver the above, we will meet the objectives outlined in the National Curriculum. The pupils will be given opportunities to study a range of good quality and interesting fiction and non-fiction texts from a variety of genres appropriate to their reading ability. Teaching activities promote children's skills to decode written language at word and sentence level, and to search for meaning in a text. Shared reading and whole-class activities allow our pupils to engage imaginatively with texts, empathise with characters and develop specific interests in the world around them through their reading. We use the VIPERS approach to directly teach focussed comprehension skills through our 'Reading Explorers' scheme of work.

Developing Readers:

Children who come to us from infant school still unable to read, begin with fully decodable books as they continue to learn their letter sounds. They participate in daily phonics lessons, reading interventions and read 'Floppy's Phonics' books supported by Oxford Reading Tree. Children will then continue reading fully decodable books until their phonics knowledge is completely secure and they can retell, sequence and predict what will happen next in a story. Following this, the children will read a broader range of graded reading materials; experiencing a variety of genres, authors, layouts and writing styles which will challenge their comprehension and understanding of new vocabulary and allow them to form their own opinions and preferences in literature.

Fluent Readers:

Once the children can read fluently and do not need fully decodable books, our reading scheme books are taken from the Oxford Reading Tree Scheme. Children continue to take home at least one reading book and are heard during shared reading sessions or by volunteers and Reading Buddies during the week. More complex and reading comprehension skills are taught in Reading Explorers sessions through the VIPERS approach and cover a wide range of activities including: answering and explaining questions relating to the text, using inference and deduction, predicting, summarising and discussing language meaning choice and effect. Once the children have progressed through the Oxford Reading Tree Scheme and are fluent, confident readers, they are then able to choose their own 'free reader' books which are still carefully monitored by the teacher for quality and challenge.

Additional Reading Opportunities:

Home Reading and Parent Involvement:

Home reading is essential and is at the heart of our Home/School Agreement which parents/carers/pupils and staff sign in the first week of a new academic year. All children are expected to read at least 3 times a week to an adult and have their reading record signed. These records are monitored closely in school and class reading files are updated regularly by class teachers and teaching assistants.

Reading Buddies:

Children in younger year groups, who particularly struggle with reading, are given the opportunity twice a week to read with Year 6 children who are more fluent readers. This opportunity not only helps to develop the child's fluency and understanding of a text but also allows them to experience modelling of good reading practices. The Reading Buddies use a variety of texts when reading; encouraging the younger children to access them at home. The Year 6 pupils

then sign and stamp the reading record, communicating to parents that their child has had an extra read in school that week.

Volunteer Readers:

We are very lucky to have a number of volunteer governor readers who come into school to hear children read on a Monday afternoon, where children can read to an adult and have their reading record signed and stamped. This experience allows our children to develop fluency and understanding of a text as well as building their confidence when reading in front of an adult audience.

Enhancing Reading at St-Paul's/celebrating successes:

In order for children to have an enjoyment of reading, it must be embedded into the everyday curriculum. Some of the strategies used to enhance independent learning are outlined below:

- Reading Explorers weekly in each class (comprehension)
- VIPERS displays and discussion of comprehension question types
- Full libraries in each classroom with a variety of books; including: BAME, classic, poetry, fiction and non-fiction texts of varying abilities
- Embedded reading scheme across school. Use of Oxford Reading Tree linked with Schonell results (each term.) All books are tracked and changed regularly and progression can be seen across school using highlighted marking. The reading books are updated and replaced regularly as needed.
- WBD celebrated annually; including 'book swaps' and text activities.
- Annual St-Pauls' Poetry Competition
- 'Readathon' participated in bi-annually to raise money for charity
- Reading Passports introduced in 2022 to encourage reading outside of school with parents
- Reading Tree display in the hall to encourage pupil and parent reading participation
- Reading corners in each classroom and in the hall

- Reading Buddy scheme- Year 6 leaders read with/to younger children in the school during break time and at 'Tuesday Catch up club'
- Annual Spellbinding Reading Challenge for high ability readers set up through Cumbria Library Services.
- Weekly reading comprehension revision session for Year 6 pupils from January to SATs week
- Adult reading on Monday afternoon, using governor volunteers from St Paul's Church.
- D.E.A.R time during the week.
- 'Book Talk' in classes - discussing and reviewing books the children have read
- Annual Core Text review to ensure children in each class are reading and listening to a range of books, authors and genres.
- Class Books reviewed and new texts bought where appropriate.
- Promoting reading through additional curricula activities such as library visits, author talks, drama club and CANDO FM radio club.
- Governor reward scheme and raffle for pupils who have read above the expected standard during the week.
- Whole school text read on a Friday afternoon before Praise Assembly by English Subject Lead. These texts are based on our core value of the term and are part of our ever-expanding 'diverse' collection of books.

Supporting our lowest 20% readers:

We are informed of our bottom 20% readers through termly Schonell testing which allows us to determine the child's reading age; allowing us to direct them to a text suitable for their ability. Children who are still accessing phonics from KS1 are screened and then begin the correct phase of Letters and Sounds; having daily interventions with a trained member of staff. We use the Colourful Semantics program and IDL scheme of work to aide those children struggling with word recognition, sentence structure and spelling and we also have 1:1 and small group language and memory interventions for those children working significantly below (2 years+) their age group. Every child on an EHCP has extra

reading sessions in the week with an adult as part of their timetabled intervention.

Assessment in Reading:

Teachers continually assess reading and track children's progress at St-Paul's. Our whole-school tracking system was established in 2019 and has proved successful for both children and staff; it has also made the transition between classes easier as staff are informed of texts the children have read and how long they have been reading a particular band of books. Phonics testing for those who need it is rigorous and frequent. Reading Practice, shared reading and VIPERS (Reading Explorer) sessions are carefully planned to meet the needs of the group. There are additional termly NFER assessments for Year 3, 4 and 5 pupils and Year 6 use past SATs papers for assessment purposes throughout the Spring and Summer terms. Progress and attainment in reading is a key part of our pupil progress meetings and the English Subject Lead holds termly staff meetings to inform other staff of changes, progressions and interventions needed across school.

Achieving our aims:

As a school we will:

- Provide our children with a range of stimulating, diverse books and texts that are suitable for their ability and age range.
- Provide a range of reading experiences including: individual, shared, paired, whole class and modelled reading.
- Involve and encourage parents/carers in the reading process as much as possible.
- Ensure reading is structured and enjoyable.
- Provide support and intervention to SEND children and those identified as falling behind.
- Provide challenging texts for those working at and above the expected standard.
- Challenge children to become confident readers and encourage their oracy skills alongside their reading skills.
- Present reading as a lifelong skill to be enjoyed and treasured.