

St Joseph's Catholic Primary School

Mater Christi Multi Academy Trust

Loving, Living, Learning Together



At St. Joseph's Catholic Primary School, we believe that every child is a unique creation of God.

We promote respect and care for one another following in the footsteps of the family Jesus wants us to be.

Caring for one another is at the centre of our school life.

We promise to provide educational opportunities and experiences to enrich the learning and well-being of the children by following the teaching of Jesus Christ.

Our school values its partnership with the Parish community, together enabling our children to become rounded, confident individuals, with an understanding of Gospel values as preparation for the world of work and life.

Reading Policy

Written by:	Date reviewed:	Approved by:	Date for next review:
Miss Rachael Griffiths	September 2021		September 2022

Readers Become Leaders

A Whole school philosophy to develop reading for life

'Open a book and you're a pilgrim at the gates of a new city.'

Hebrew proverb

Introduction: learning to read is the foundation for all educational success. The Ofsted report on *Reading by six* showed that the best primary schools teach virtually every child to read, regardless of their socio-economic circumstances, their ethnicity, the language spoken at home and most special educational needs or disabilities. It concluded that: 'If some schools can do this, it should be a moral imperative for all primary schools.'

Intent: we aim to enable all our pupils to read confidently, fluently, accurately and with understanding. The aim of this policy is to make sure that our children not only have the opportunity to learn to read (a time-limited skill) but to become lifelong readers for purpose and pleasure. They will become people who not only **can read**, but **do read from choice** a wide variety of texts on paper and on screen.

We aim to:

- develop positive attitudes to reading that ensure reading is an enjoyable and meaningful experience
- use reading as a fundamental part of all curriculum planning and development
- develop a range of reading strategies that allow children to tackle reading problems and the wider curriculum with confidence
- read and respond to a variety of texts whilst developing an increased level of fluency and independence

We believe that:

- the active encouragement of reading for pleasure is a core educational entitlement, whatever the pupil's background or attainment
- exposing pupils to a wide range of texts makes a huge contribution to achievement
- making reading a pleasure is at the heart of our school improvement plan
- parental engagement is fundamental to ensuring all children become readers and we actively encourage and support parental involvement in reading both in school and at home

To achieve this **aim of creating a community of life-long readers**, we will use the following strategies:

- **Intent: we will use the 'Big 5' to teach reading to our children:**
Implementation: we will use;
 1. Explicit instruction in Phonemic Awareness.
 2. Systematic Phonics Instruction.
 3. Techniques to improve Fluency. Fluency includes accuracy, speed, understanding and prosody. We will use ghosting, echoing and shared reading along with modelled reading and our 'Read like you Mean it' strategy.
 4. Teaching vocabulary words or Vocabulary Development (all of our lessons, English and across the curriculum, begin with an explicit vocabulary session where key words are explained in context)
 5. Reading Comprehension (teaching comprehension explicitly through VIPERS)
- **Intent: we will ensure all children have the decoding skills quickly in order to access the reading quickly.**
Implementation: we will ensure any children who cannot access age-appropriate books will be given the support they need quickly using a range of 'catch-up' strategies. We will teach phonics first in a systematic way, embedded in a rich language culture in order to have a quick impact on reading skills. We have a book banded phonically-matched reading scheme for the children to use, matched to need. We will use Little Wandle catch-up synthetic phonics to help children catch up their phonic decoding quickly
- **Intent: we will read ourselves. The UKLA Teachers as Readers project showed that unless teachers are readers and know about authors and books, they find it hard to introduce their pupils to a broad range of literature. Teachers' enthusiasm for reading transmits itself to their pupils.**
Implementation: All staff will act as role models for active, engaged reading by sharing their pleasure and enjoyment of texts of all kinds in the planned curriculum and informally. Adults will make explicit how reading has an essential role in their lives by displaying what we are reading outside of our classroom. (www.whatimreading.org) Staff will update their knowledge of the latest books through sharing recommendations regularly at staff meetings. We will tell our class about a good book we have read that they might like.
- **Intent: we will make the best books available to pupils.**
Implementation: We will find out about the best authors by following the best authors on twitter and referring to the CLPE best author lists. We will know who our pupils' favourites are by using questionnaires regularly. We will make sure that our school library is a central learning resource, well-used and well-maintained by staff and pupils. We will make the library welcoming, accessible for all ages and comfortable. We will audit the stock regularly to make sure it is relevant, up-to-date

and attractive, adding to our 'Readers become Leaders' regularly. We will build our own class library and display our books in 'book themed corners' which will engage our children in reading these books using colour and adding information about the new books e.g. book reviews and synopses. All pupils will have access to a wide range of fiction, poetry and non-fiction in different formats (non-fiction will include magazines, catalogues, comics and leaflets) in our libraries along with picture books and graphics texts for all ages. We will harness technology through our tablets and laptops. We will make good links with the local library.

- **Intent: we will audit our reading resources regularly, involving the pupils in the process of choosing books and other reading materials for class and library stock.**

Implementation: We will keep book areas and displays up-to-date, tidy and attractive, again involving the children in maintaining a high standard. The message that our school is a vibrant reading community will be clearly visible in all areas of the school.

- **Intent: we will read across the curriculum and develop 'academic' reading in our children – reading for knowledge.**

Implementation: we will find excerpts from all subject areas in our pre-reading sessions, which we will read both aloud and independently. Reading will be at the heart of the curriculum with links to planning for reading for pleasure for all pupils across all subjects and classes.

- **Intent: we will harness the power of reading aloud as the key driver in increasing reading for pleasure and developing pupils' positive attitudes to reading through a systematic, planned read aloud programme of whole books for each class from Y3-Y6.**

Implementation: Staff will choose from a selection of high quality texts for each year group, supplemented by texts of their choice, and make daily reading aloud sessions an integral part of each day.

- **Intent: we will provide time for whole class shared and independent reading in English**

Implementation: our reading curriculum is carefully thought out with quality books including classic texts, poetry, fiction and non-fiction. We will model the reading aloud of these texts along with shared reading, echoing and ghosting of texts.

- **Intent: we will encourage the children to perform.**

Implementation: We will ask a child, or group of children to read, then perform, a short section of a story or a whole poem for the class. We will encourage our children to involve themselves in acting through our school assemblies and performances.

- **Intent: we will encourage children to become owners of books at home and involve parents.**

Implementation: we will actively participate in World Book Day and our Book Fairs, along with special sessions for parents online (e.g. our videos) and in school such as Story time and Hot Chocolate with Miss

Griffiths. We will hold big book giveaways to encourage children to be book owners.

- **Intent: we will actively encourage and help parents/carers to support their children's reading through a range of strategies suitable for each age group.**

Implementation: we will show that teaching reading does not stop once children have gained decoding skills and that reading aloud to children, and with children, is as important as listening to them read. We will show them how to maintain interest and enthusiasm in reading throughout primary school and involve them in as many ways as possible in supporting reading at school and at home through parents' afternoons, reading groups and reading challenges. We provide a termly reading newsletter to parents with information on how to help their child with their reading and new recommended books to read.

- **Intent: we will provide training and professional development for all staff so that we develop an embedded, sustainable culture of reading for pleasure which is not dependent on the enthusiasm of one or two people.**