



# St. John's RC Primary School



## Primary Reading Policy (Key Stage 2)

Date policy last reviewed: 19<sup>th</sup> August 2023

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_

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## **Statement of Intent**

St. John's RC Primary School understands the importance of reading in the process of developing pupils into independent learners. Reading is central to our ability to understand, interpret and communicate with one another. Our curriculum is designed with reading as a priority. We want our children to develop a passion for reading a wide variety of text types.

St. John's RC Primary School aims:

- To instil a passion for reading in pupils, which they will carry on into subsequent education and their later life.
- To set out the school's intentions and approach to reading, to enrich and support the curriculum.
- To ensure pupils can confidently and fluently read with understanding.
- To develop an enjoyment of reading with a love of books.
- For pupils to develop a wide and varied vocabulary.
- For pupils to read a wide range of texts and genres.
- To enjoy and talk about a wide variety of texts which interest them.

## **1. Legal framework**

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2021) 'Statutory framework for the early years foundation stage'

This policy operates in conjunction with the following school policies:

- Primary Teaching and Learning Policy
- Primary Assessment Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy

## **2. Roles and responsibilities**

The Subject Lead will be responsible for:

- Leading on the school's approach to reading
- Ensuring the school's reading curriculum is implemented consistently.
- Preparing curriculum plans and schemes of work for the subject.
- Ensuring appropriate resources are allocated to the reading curriculum.
- Communicating developments in the subject to all teaching staff and the SLT, as appropriate.

Teachers will be responsible for:

- Acting in accordance with this policy.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the curriculum.
- Ensuring all pupils are appropriately supported.
- Liaising with the subject lead about key topics, resources, and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary to effectively teach reading skills.

The SENCO will be responsible for:

- Liaising with the subject lead to implement and develop specialist reading-based learning throughout the school.
- Organising and providing training for staff regarding the reading curriculum for pupils with SEND.
- Advising staff how best to support pupils' needs.

### 3. EYFS

All pupils within the EYFS will be taught to develop their reading skills as an integral part of the topic work covered during the academic year.

All reading objectives will be underpinned by the early learning goals (ELGs) that pupils should have attained by the end of the EYFS.

In accordance with the comprehension ELG, at the end of the EYFS, pupils at the expected level of development will be able to:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate, where appropriate, key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems during role play.

In accordance with the word reading ELG, at the end of the EYFS, pupils at the expected level of development will be able to:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### 4. The curriculum

This section has been created in line with national curriculum expectations. All pupils within KS1 and KS2 will be taught writing in line with the requirements of the English national curriculum.

In **Year 1**, pupils will be taught to:

#### **Word reading**

- Apply phonic knowledge and skills to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all phonemes (40+), including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing grapheme-phoneme correspondences (GPCs) that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er, and -est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter/s.
- Accurately read books aloud that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in reading.

## Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently at.
  - Being encouraged to link what they read or hear to their own experiences.
  - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
  - Recognising and joining in with predictable phrases.
  - Learning to appreciate rhymes and poems, and to recite some by heart.
  - Discussing word meanings, linking new meanings to those already known.
- Understand the books they can already read accurately and fluently, and those they listen to by:
  - Drawing on what they already know or on background information and vocabulary provided by the teacher.
  - Checking that the text makes sense to them as they read, and correct inaccurate reading.
  - Discussing the significance of the title and events.
  - Making inferences on the basis of what is being said and done.
  - Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

In **Year 2**, pupils will be taught to:

## Word reading

- Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Accurately read words of two or more syllables that contain the graphemes taught so far.
- Read words containing common suffixes.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read these books to build up their fluency and confidence in word reading.

## Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.

- Discussing the sequence of events in books and how items of information are related.
- Becoming increasingly familiar with and retelling a wide range of stories, fairy stories and traditional tales.
- Being introduced to non-fiction books that are structured in different ways.
- Recognising simple recurring literary language in stories and poetry.
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
- Discussing their favourite words and phrases.
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Understand the books that they can already read accurately and fluently, and those that they listen to by:
  - Drawing on what they already know or on background information and vocabulary provided by the teacher.
  - Checking that the text makes sense to them as they read, and correcting inaccurate reading.
  - Making inferences on the basis of what is being said and done.
  - Answering and asking questions.
  - Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

In **Years 3 and 4**, pupils will be taught to:

### **Word reading**

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to reading aloud and understanding the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

### **Comprehension**

- Develop positive attitudes to reading, and an understanding of what they read, by:
  - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
  - Reading books that are structured in different ways and reading for a range of purposes.
  - Using dictionaries to check the meaning of words that they have read.
  - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
  - Identifying themes and conventions in a wide range of books.
  - Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.



- Discussing words and phrases that capture the reader's interest and imagination.
- Recognising some different forms of poetry, e.g. free verse, narrative poetry.
- Understand what they read, in books they can read independently, by:
  - Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.
  - Asking questions to improve their understanding of a text.
  - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
  - Predicting what might happen from details stated and implied.
  - Identifying main ideas drawn from more than one paragraph and summarising these.
  - Identifying how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction.
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

In **Years 5 and 6**, pupils will be taught to:

### **Word reading**

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to both read aloud and understand the meaning of new words they encounter.

### **Comprehension**

- Maintain positive attitudes to reading and an understanding of what they read by:
  - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
  - Reading books that are structured in different ways and reading for a range of purposes.
  - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
  - Recommending books that they have read to their peers, giving reasons for their choices.
  - Identifying and discussing themes and conventions in and across a wide range of writing.
  - Making comparisons within and across books.
  - Learning a wider range of poetry by heart.
  - Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Understand what they read by:
  - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
  - Asking questions to improve their understanding.

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predicting what might happen from details stated and implied.
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provide reasoned justifications for their views.

## 5. Teaching and learning

The reading curriculum will primarily be delivered during English lessons; however, reading will be encouraged in all areas of our curriculum and other learning activities.

The teaching of reading begins when children start in Early Years at St. John's with phonics. We follow a synthetic phonics programme: Little Wandle. Children are taught phonics daily and, in this lesson, they participate in speaking, listening, and spelling activities linked to the sound they are learning. If there are children who are not secure in their decoding skills by the end of Key Stage 1, children will continue to access the phonics programme into Year 3 with 1:1 Sessions to address any gaps.

Once decoding has been successful, children are then able to develop their comprehension skills so that they can read age-appropriate texts with fluency and understanding. At St. John's, we use age-appropriate texts (sourced from Literacy Shed Plus) for 1 hour comprehension sessions on a weekly basis. This offers children the chance to read a wide variety of text types and engage with wider issues. We focus on the main VIPERS skills (*Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarise or Sequence*) to ensure pupils are exposed to and are familiar with a broad range of comprehension style questions.

In addition to this, at St. John's we recognise and value the importance of reading aloud to our pupils. Instilling a love of reading, teaching staff ensure that a high-quality text is read aloud to pupils daily. This expands our children's vocabulary, builds self-confidence, and helps children to make sense not only of the world around them, but also people. Year 6 children create 'Reading buddies' with our younger children to allow them to share texts and 'book talk' with one another.

Our children are continually developing and showcasing their love for reading at St. John's. Children from Years 1 to 6 take part in the St. John's 'Reading Raffle'. We expect our children's love of reading to expand across home learning, therefore, if the child's reading diary is signed by an adult at home each day, the child can receive 1 raffle ticket. These will be put into a

whole-school post-box and drawn at the end of each half term for the chance to win a Reading prize!

Our school library is also the heart of our school; with rich engaging texts which drive our school's passion for embedding a love of reading. Classes visit our school library on a weekly basis - we not only want our pupils to 'read' but enjoy reading so they have the chance to explore and 'escape'.

St. John's will also celebrate reading through events such as 'World Book Day' and author days.

## **6. Planning**

Teachers will remain responsible for reviewing and updating reading plans, considering pupils' needs and identifying the methods in which could be taught.

All relevant staff members will be briefed on the school's planning procedures as part of their staff training.

Teachers will follow the school's reading curriculum when planning relevant lessons. Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.

## **7. Assessment and Reporting**

Pupils' reading ability will be assessed in line with the school's Primary Assessment Policy.

The EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five. The progress and development of pupils within the EYFS is assessed against the ELGs outlined in the 'Statutory framework for the early years foundation stage'.

Formative and summative assessments will take place throughout the year to assess pupils' progress and attainment in reading and to identify support required. Pupils' reading will also be assessed during the relevant statutory assessments.

Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on pupils' attitudes towards reading and understanding of the key concepts.

Verbal reports will be provided at parent-teacher meetings during the Autumn and Spring terms.

The progress of pupils with SEND will be monitored by the SENCO.

## **8. Resources**

The Subject Lead will remain responsible for the management and maintenance of reading resources, as well as for liaising with the school business manager to purchase further resources.

Reading books and diaries for children to take home will be stored neatly in each classroom.

The school library will contain an array of resources and engaging and exciting texts to support pupils' learning.

The subject leader will undertake an audit of reading resources and books on a termly basis.

## **9. Equal opportunities**

The school will actively encourage all pupils to read books that are suitable for their reading ability, and this is reflected in the reading materials which are used. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing our reading curriculum. Reading lessons will be adapted to meet all pupil's needs and alternative arrangements involving extra support will be provided where necessary.

The literacy lead and teachers will ensure reading activities are adapted as appropriate to ensure all pupils can access the curriculum.

Cultural and gender differences are positively reflected in lessons and relevant teaching materials used.

## **10. Additional reading activities**

Alongside the set reading curriculum, the school ensures pupils can take part in a range of other reading activities, including the following:

- Visits to our school library
- Celebration of reading-based awareness days, such as World Book Day.
- St. John's 'Reading Raffle'.
- Reading Buddies across the school

### **Reading at home:**

Parental involvement and encouragement play a crucial part in pupils' reading development and the school will promote a home-school reading partnership by:

- Communicating with parents and sharing information with them through parent meetings, reading diaries and newsletters.
- Giving pupils a book to read at home each day to further the skills they have learned during comprehension lessons.
- Encouraging parents to make notes in the pupils' diaries about reading progress made at home.

Pupils are encouraged to read at home through the following methods:

- After school meetings with parents
- Notifications for parents informing them of their child's progress.
- Sharing a school reading book and commenting on/ signing their child's diary
- St. John's 'Reading Raffle'.

## **11. Monitoring and review**

This policy will be reviewed on an annual basis by the English lead and the headteacher.

Any changes made to this policy will be communicated to all teaching staff.