



St. Thomas' CE Primary School Reading Policy

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Introduction

At St Thomas' we offer a narrative immersion curriculum. Narrative Immersions offer a 'felt experience' of a story through drama that allows the teacher to share life experiences with the class. Stories can open up opportunities to explore new civilizations, different kinds of people, unfamiliar customs and cultures through a meaningful line of enquiry. We use stories to teach children facts, concepts and skills as well as to explore, enjoy and teach about language.

Stories are at the heart of our curriculum, each half-term a rich, evocative text is selected to entice and engage learners in our narrative immersion approach.

Aims

We aim to enable our pupils to read confidently, fluently, accurately and with understanding.

We aim to foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres.

Reading for Pleasure

This is at the heart of our reading at St Thomas and we promote reading for pleasure through our school environment, in which all classrooms have a reading area as well as our school library. We provide children with opportunities to read fiction and non-fiction books from a range of authors. Throughout the year, events are planned to promote reading for pleasure in the school community. These events include author studies, activities linked to World Book Day and visits to Stockport

library. Cheshire Library Service also enhances our range of books on offer, providing school with a bespoke package of books to match topics covered and children's reading interests.

The Teaching of Phonics

At the early stages of reading, the children are taught to decode texts by following a validated synthetic phonics programme: Little Wandle, revised Letters and Sounds.

Reading is taught in conjunction with the learning of phonics. This promotes a strong and systematic emphasis on the teaching of synthetic phonics to aid the teaching and learning of reading.

Reading is taught through guided reading sessions in EYFS and Year 1. There is a hybrid approach to reading in Year 2 in which children will be offered the structured guided reading approach and move on to whole class reading as their fluency skills progress. Year 3 - Year 6 the school follows a whole class reading approach. For less able readers, there are opportunities to practice and consolidate skills through additional independent reading with an adult to further develop fluency.

At the start of the academic year in key stage 1, teachers use data from the previous class teacher to devise **a reading priority list**. Children who are not making the expected progress need to read to an adult **at least** 3 times a week.

Phonics is taught daily in EYFS and KS1. Phonics intervention/ further support occurs in both KS1 and KS2 for children identified as needing additional support in this area or those children who did not meet the required threshold at the end of Year 2.

Individual Reading:

When children are heard reading 1:1 it will be by a teacher, teaching assistant or familiar adult. Children will have the opportunity to change their reading book and answer questions relating to specific key skills. Children in EYFS, Year 1 (and those still receiving additional phonics teaching) will take home a phonically decodable book, this book has been carefully matched to their current reading level to develop fluency and confidence in reading.

Parental Involvement

In EYFS, parents are expected to share the TLC bags (talk to me, listen to me, create with me) with their children and are encouraged to keep a log of the activities they have done.

We encourage parents to hear their children read at home and record in the reading record. The children in EYFS, key stage 1 and key stage 2 are expected to bring their reading record and reading book into school every day.

Information sessions for parents take place throughout the year and parents are encouraged to come into school to find out how they can further support the development of reading skills at home.

Class Dojo is also used to promote reading activities that can be done at home, alongside relevant resources/supportive materials provided by Little Wandle.

Key Skills

Key Stage 1 – vocabulary, prediction, inference, sequencing, retrieval.

Key Stage 2 – author choice, vocabulary, compare contrast and comment, retrieval, inference, summary, prediction.

Reading Areas in the Classroom

Each class has a reading area which contains a range of reading material. This can include the following:

- non-fiction books linked to the class topic/theme
- fiction books
- newspapers, comics and magazines
- Books/writing produced by the children
- Books which link to the genre being covered in the narrative immersion topic
- Picture books

Equal Opportunities

In line with our Inclusion policies, St Thomas' Primary School believes all children are entitled to high quality teaching and learning, with regard to reading and we embrace the philosophy of inclusion.

Special Educational Needs

All pupils with special educational needs will follow the same educational curriculum as their peers, differentiated where necessary to meet their individual needs.

When selecting a phonically decodable book for guided reading, teachers must ensure that it consolidates the teaching of recently taught phonemes and high frequency tricky words.

Children identified as needing additional support with their reading will be identified through pupil progress meetings and a bespoke support package will be implemented.

Additional resources to support children who are struggling to make progress with their reading include Little Wandle SEND Rapid Catch Up and Magnetic Letters intervention. These are to be used as directed by the SENCO/phonics leader. School uses TA's that can provide additional support to pupils in reading, when deemed appropriate, as part of the graduated response and the universal offer.

Assessment and Monitoring of Progress

Individual assessments are used to assess and to monitor the impact of intervention programmes and to assess the reading ability of pupils.

LEXPLORE assessments are carried out twice per year to assess children's reading ability and teachers use the portal to access progress measures, next steps and a reading age for each pupil from Y1-Y6.

Testbase assessments are completed at the end of each term in Year 3, 4 and 5. SATS papers are used to assess reading at key points in the year in Year 2 and 6.

Reading moderation takes place one per year by all teachers, cross phase.

Guided reading & whole class reading is observed by SLT and reading consultants, where appropriate.

Termly pupil progress meetings take place to identify children who are not making expected progress or need further support.

Little Wandle assessments in phonics are carried out in line with their assessment schedule.

Running records are used throughout the year to ensure children's reading ability is matched to a book band.