

St Augustine’s Catholic Primary School and Nursery

**Reading Policy**

All staff at St Augustine’s Primary School and Nursery are committed to the reading development of our pupils. They understand and recognise the difference between *learning to read and reading to learn.* Teachers will initiate and provide reading experiences across the curriculum to include the basic requirements of decoding and retrieval skills, and further develop children’s understanding of interpretation, organisation and choice of language features across texts. Staff will ensure that pupils engage in discussion about texts to encourage children to understand the main ideas, themes and differing viewpoints including their own, others’, and that of the author. In addition to this and in keeping with national directives, teachers will continue to promote and encourage oral retelling and performance of key stories, poems and rhymes.

At St Augustine’s, reading is taught in many ways. Some of which include; daily phonics lessons in EYFS and KS1, whole class reading through Pathways to Read, group guided reading, 1:1 reading to an adult, shared dialogic reading, independent reading for pleasure and home reading.

**Approaches to Reading**

When engaging children in reading, teachers need to be clear which aspect of the reading curriculum they are addressing. They will need to consider carefully the purpose of each session, the relevant learning objectives and the opportunities the selected texts provide to support this work. Discussion of the text also offers opportunities to underpin other aspects of the curriculum such as personal, social and emotional development.

In order to reinforce decoding in reading, teachers should refer to read write inc phonics lessons already taught so that children can experience how to apply their knowledge in the context of reading texts.

**Reading for Pleasure**

The importance of developing a love of literature and developing healthy reading habits and behaviours is integral to the curriculum. All teachers at St. Augustine’s have an awareness and knowledge of the impact of enjoyment on pupils’ reading attitudes and attainment. All key stages have their own reading area which is well stocked with fiction and non-fiction books. Activities are planned throughout the school year to promote reading for pleasure, for example, World Book Day, sponsored reads and library visits. An ‘end of day’ novel is also chosen every half term. The class teacher will read this text to the children for 10 to 20 minutes daily to promote reading for pleasure and a healthy reading attitude.

**Independent reading**

At St. Augustine’s teachers recognise the value of all forms of reading.

● Children will be encouraged to read daily for pleasure and enjoyment.

● Children will have the opportunity to return to familiar texts that they have read during guided reading or whole class reading sessions.

● Children can pursue favourite authors or types of books.

● Children can learn to select texts that match their interests and ability.

● Children will be encouraged to: look, think and predict before reading.

● Children will be encouraged to and taught how to predict, clarify, infer, summarise and retrieve key information from texts.

**Home Reading**

Children will be provided with an appropriate home reading book and a reading diary to ensure children’s reading can be monitored both in school and at home. Children must have their reading diary signed everyday by their parents as well as their teacher or TA. This is part of our homework policy. It is the class teacher’s responsibility to monitor that children are reading regularly at home and to liaise with parents when this is not happening.

**In Early Years**

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. Pupils are at the very early stages of their reading development and as such will hear nursery rhymes and stories read to them in a way which will immerse them into lots of modelled reading behaviours by the Early Years Practitioners.

**In Key Stage 1**

In KS1, pupils are emergent and developing readers and will mainly focus on decoding using phonic strategies as required by the 2014 curriculum, but will also be taught what the words they are decoding mean and how they contribute to the meaning of the whole text. Those pupils still experiencing difficulties will continue development through Intervention and SEND support where appropriate. Children are taught phonics once daily with no exceptions and children engage in whole class dialogic reading at the end of each day.

**Phonics**

At St. Augustine’s we use ‘Read, Write, Inc’ as a basis for teaching synthetic phonics. Reading is the key that unlocks the whole school curriculum so the ability to efficiently decode is essential. RWI is taught daily in nursery, reception and key stage one with no exceptions, as the continuity and pace of the programme is key to accelerating the progress of children’s reading development. Groups of children in key stage two are also taught RWI on a daily basis if it is thought that they would benefit from the programme. Children are assessed in phonics every half term. This allows teachers to identify next steps for all ability groups. Children who are running the risk of ‘falling behind’ in their reading development are quickly identified and high quality interventions are planned for accordingly. Interventions that children are receiving are continually reviewed to make sure that they are having an impact on children’s progress.

**Aims and objectives of the RWI programme**

To teach children to:

* Apply the skill of blending phonemes in order to read words.
* Segment words into their constituent phonemes in order to spell words.
* Learn that blending and segmenting words are reversible processes.
* Read high frequency words that do not conform to regular phonic patterns.
* Read words and texts that are within their phonic capabilities as soon as possible.
* Decode texts effortlessly so all children’s resources can be used to comprehend what they are reading.
* Spell effortlessly so all children’s resources can be directed towards their writing.

**Monitoring and Review**

The phonics lead:

* Oversees assessment of all children receiving RWI in school in order for children to be designated to an appropriate group.
* Observed the teaching and learning in R.W.I groups to give advice and to informally check pupils are in the correct groups.
* Where necessary, models lessons to staff.
* Attends up to date meetings when they occur and reports back to staff who teach phonics.
* Speaks to the head teacher regarding groupings, teaching spaces and other pertinent matters, such as, impact of interventions.

**Key Stage 2**

In KS2, pupils become more fluent and independent readers and decoding becomes more of an automatic reading process. Those pupils still experiencing difficulties will be continue development through the ‘Read, Write, Inc’ systematic, synthetic phonics programme and through other intervention programmes where appropriate. Pupils will use their on-going learning of spelling patterns and grammatical knowledge to read unfamiliar words with increasing accuracy. They will read different texts for different purposes and begin to develop higher order reading skills in order to engage fully and respond effectively to texts. They will learn about inferential thinking, stating preferences and opinions and will be able to justify them. They will learn about different viewpoints in a text including their own, and will give consideration to the writer’s craft.

**Pathways to Read**

Children from year two to year six engage in ‘*Pathways to Read.’* This is a mastery reading programme which enables our children to confidently use the skills of predicting, clarifying, inference, summarising and retrieving information. Reading skills are taught in a logical and sequential manner and there is ample opportunity for children to repeat these key skills in order for them to be embedded. High quality texts are chosen and all children are exposed to this text in the whole class reading session. This is then followed up by guided group reading sessions where teachers may need to adapt the text being used to ensure learning is at the right level. However, the mastery focus still remains the same even if children need to use a different text. Children also complete a follow up activity which enables children to evidence the skills which they have mastered through the whole class and guided reading sessions independently.