

ST. DOMINIC'S CATHOLIC PRIMARY SCHOOL

## READING POLICY



Adopted: March 2012  
Next review: Sep 2018

Reviewed: Spring 2015

“The more that you read, the more things you will know.  
The more that you learn, the more places you'll go.”

*Dr Seuss*

### **Aims**

We aim for the children at St. Dominic's Catholic Primary School to:

- Become fluent, confident readers
- Read with enjoyment
- Read and respond to a wide range of different types of literature
- Understand the layout and how to use different types of books
- Understand the sound and spelling system and use this to decode words with increasing accuracy
- Be able to read aloud with expression, fluency and understanding
- Understand and respond to literature drawn from the English literary heritage and from other cultures

### **Strategy and Implementation**

We follow the **Hackney Loves Reading** programme which requires that the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Texts selected are rich and challenging and exemplify the six reading strategies required to build confident readers.

In **guided reading** the responsibility for reading shifts to the learner. The teacher structures all reading tasks with pupils, who are grouped by ability, being required to read and respond to the text themselves with the teacher and teaching assistant supporting. Texts of graded difficulty are carefully chosen and matched to the reading ability of the groups.

In **independent reading** pupils take responsibility for selecting and reading a variety of texts including fiction, poetry and non-fiction. In their independent reading, pupils should increase their ability to read challenging and lengthy texts, but the emphasis should be on reading a wide range of material that enables pupils to reach informed decisions about personal reading choices.

## **Home reading and Parental Links**

FS / KS1 - There are a variety of texts available for children to read at home, which are banded throughout the Foundation Stage and Key Stage 1. Children choose their own books guided by the teacher.

KS2 - Competent readers will have free choice from any texts in the class library and school library. Children still developing reading strategies are provided with banded texts to support their learning.

On-line reading resources are available for all children. Teachers will allocate books to be accessed from home on a regular basis, ensuring that some books are allocated each half term. We enjoy using **Oxford Owl**.

Home Reading Diaries are provided for all children and parents are given the opportunity to comment on reading behaviours. Teachers will respond to any questions or queries raised by parents in Home Reading Diaries.

### **Changing home reading books:**

All children are given the opportunity daily to change home reading books.

### **Reading Recovery**

Trained reading recovery teachers will support a minimum of 8 children identified for support in Year 1/ Year 2. Children will receive additional support through Reading Recovery for a minimum of 12 weeks and maximum of 20 weeks.

### **Shared Reading**

A wide selection of guided reading texts and carefully chosen whole-class books will be shared with children during the teaching of Literacy. Teachers will model reading behaviour. Texts will be chosen to develop deep thinking and clear teaching points, but will be at a level above independent reading ability of some of the children.

### **Guided Reading**

Appropriate texts at instructional level will be chosen by the teacher for use in Guided Reading sessions. Guided reading will take place regularly for all children. Additional sessions will take place on a needs-led basis and groupings will be flexible.

The agreed proforma for planning and assessment will be completed by all teachers. Assertive Mentoring is used as a formative assessment tool across the school year. Summative assessment takes place at the end of each term.

### **Reciprocal Reading**

All children will take part in reciprocal reading sessions when appropriate.

### **Independent Reading**

All children will have regular (at least once a week) opportunities to read independently for pleasure.

Silent reading, outside of guided reading sessions, is not appropriate.

### **Reading for Pleasure**

Reading for pleasure is central to the ethos of the school. All staff should actively promote reading for pleasure to all children. This should be done through providing opportunities to read for pleasure, reading recommendations, on line reading forums and e books, regular use of the library and attractive areas and displays dedicated to reading in every classroom.

### **Additional Adult Support with Reading**

Other adults, including TAs and volunteers, will deliver a variety of programmes to support reading and this will be detailed in the termly provision map.

### **Teacher Modelling / Reading**

In order to support children with progression in reading, teachers will read aloud daily using the recommended texts for each year group and texts selected by the teacher and children.

### **Assessment**

#### *Formative Assessment*

Children are continuously assessed against appropriate objectives through guided group and individual reading sessions.

#### *Summative Assessment*

In FS and Year 1 (as appropriate) FSP / EYFS Development Matters will be used to assess progress in reading.

In KS1 and KS2 children will be assessed half termly (and when appropriate) using running records up to Book Band White, then as required.

After children have reached the fluency level of Book Band White, reading will then be assessed using half termly summative reading tests.

Children will also be assessed against year group expectations. Pivots will be used to assess children identified as having specific learning needs.

### **Phonics**

Children will be grouped by ability in phonics in FS and KS1 and taught (needs led) by teachers and TAs. These groups should be flexible and reviewed regularly.

#### *Formative Assessment*

Children will be assessed continuously through lessons and written work.

### *Summative Assessment*

Children will be assessed half termly and termly and the school phonic tracking proforma will be completed.

The phonic order of **Letters and Sounds** is followed and combined with the use of additional resources, for the teaching of phonics.

Phonics is taught daily as a discrete sessions and skills gained from these sessions will be applied in all reading and writing. Phonically decodable texts are available for application of skills, but in guided reading sessions a range of texts must be used which will allow opportunity for recognition of sight words.

Phonics will be taught in KS2 as appropriate on a needs led basis.

### **Reading Areas in Classrooms**

We take great pride in our topic-themed Book Corners. There should be a reading area in every classroom.

Reading areas should be bright, attractive spaces which encourage a love of books.

Books should be age-appropriate, in good condition, organised and displayed well.

### **Library**

Parents are encouraged to join Hackney libraries with their children. We run an after-school Library club to encourage use of this great local amenity. Years 3 and 5 visit the library fortnightly.

“So please, oh PLEASE, we beg, we pray  
go throw your T.V. set away.  
And in its place you can install  
a lovely bookshelf on the wall.”

*Roald Dahl*