

**ST PETER’S CHURCH OF ENGLAND**

**PRIMARY SCHOOL**

**ENGLISH**

**READING POLICY**

**September 2022**

***‘Be the Good Soil’ Mark 4: 1-20***

***‘In Jesus we learn, love and grow together’***



**St Peter’s Church of England Primary School**

 *‘Be the Good Soil’ Mark 4: 1-20*

*‘In Jesus, we learn, love and grow together*

**Reading Policy**

Our English Intent

English at St Peter’s school intends to;

* Develop our head and body: **What we learn**
* Develop our hearts and character: **Who we are**
* Develop our actions and attitudes: **How we live and learn**
* Develop our moral compass: **Where we fit in the world**

At St Peter’s Church of England Primary School, we believe that the acquisition of language and communication skills should hold the utmost importance as the vast majority of our pupils have English as an additional language, and so the teaching of all aspects of English is given high priority. We provide opportunities for the children to develop their spoken language, reading and writing skills in English lessons and across the curriculum. At St Peter’s, we have developed a bespoke curriculum to incorporate quality and engaging texts to interest and inspire our children as readers.

We deliver the teaching of phonics using the Bug Club resources, alongside our own bespoke planning. Our lesson delivery is based on the interactive and multi-sensory synthetic phonics approach that begins in EYFS, through to KS1 and beyond for any children requiring further support.

English at St Peter’s is delivered following our school mission statement of, *‘In Jesus we Learn, Love and Grow Together’*. Together we learn ambitious vocabulary, love exploring a range of genres and grow to achieve our own personal goals.

Aims and objectives

**Our curriculum intent is to ensure that all pupils;**

* through the teaching of synthetic phonics, read easily, fluently and with good understanding
* develop the habit of reading widely and often, for both pleasure and information
* acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
* appreciate our rich and varied literary heritage
* write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
* use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
* are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Through our implementation, we allow the children to:

* Participate in a conversation, listening to others, responding appropriately and taking turns to speak.
* Develop the confidence and ability to speak appropriately and perform in front of varying sizes of audience.
* Be able to sustain concentration in a range of listening situations
* Know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot;
* Know, understand and be able to write in a range of non-fiction genres and structure text in a style suited to its purpose
* Use grammar and punctuation accurately
* Have an interest in words and their meanings and a growing vocabulary
* Plan, draft, revise and edit their own writing
* Understand the phonic system and spelling conventions and use them to read and spell accurately;
* Be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes
* Have a suitable technical vocabulary through which to understand and discuss their reading and writing;
* Express opinions, articulate feelings and formulate responses to a range of texts
* Be interested in books, read for enjoyment and evaluate and justify their preferences;
* Be able to work confidently and increasingly independently in all areas.

Our Approach to Phonics

At St Peter’s Church of England Primary School, reading is at the heart of our curriculum, as we firmly believe that it is the key to success in all subject areas, and leads us to opportunities in the wider world. The children are immersed in reading the moment they join us in our EYFS setting. We provide a language rich environment, where speaking, listening and vocabulary are the foundation for all of our learning. We pride ourselves on our commitment and passion for giving our children the best possible ‘language start’, and do this through excellent practitioner knowledge of strategies gained from ELKLAN training. Our vision, which begins in the EYFS department is ‘’Every Child a Talker’.

We believe that in order for children to engage with ‘reading for pleasure’, they need to become confident readers in the first instance, gaining satisfaction for decoding words. We enable our children to do this through a systematic synthetic phonics programme. Our phonics lesson planning and delivery follows the ‘Bug Club’ phonics programme. Bug Club phonics introduce phonemes and graphemes systematically, thus enabling pupils to practise and build upon the phonics taught in class.

The Bug Club phonics scheme, alongside our own planning and delivery structure meets the most recent core criteria (April 2021), provided by the DFE, which states that the scheme should be centred around, *‘a complete SSP programme providing fidelity to its teaching framework’,* *and ‘present systematic, synthetic phonics work as the prime approach to decoding print’.* More of this guidance, can be found at [*https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation*](https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation)*.* An outline of our planning structure for phonics can be seen in Appendix 1.

Our daily teaching of phonics allows the children to develop a good level of fluency, which is needed to comprehend and become immersed in stories and all genres of reading. However, we also value the importance of reading outside the discrete phonics sessions to allow for consolidation and enjoyment. The ‘Bug Club’ phonics programme, allows us to provide the children with regular opportunity for consolidation of new and known sounds through their home reading scheme. Bug Club Phonics books, with their fascinating artwork and lovable characters, provide a compelling mix of bright, engaging and fun fiction and non-fiction texts. Each book features inside cover notes and tips on how to share books effectively, identifying the phonic focus and possible extension activities, which allows for excellent parental engagement. An outline of The Bug Club home reading structure for phonics can be seen in Appendix 2.

Our planning structure (Appendix 1) and the Bug Club home reading structure (Appendix 2), are identically aligned to allow us to monitor that the content the children receive in their home reading books, is in line with their discrete phonics ability, thus being fully decodable.

Phonics Lessons

We believe that the success in reading throughout the children’s journey at St Peter’s, is due to three key principles of:

* Excellent practitioner knowledge
* Consistency of lesson delivery
* A shared passion and enthusiasm for reading

The staff at St Peter’s fully understand their crucial role in finding ways to engage children in reading, as well as providing them with excellent subject knowledge. All staff delivering phonics sessions have had either in-house or external phonics training, and are regularly updated on any changes to our approach. As a staff team, we have created an ethos of support, where shared planning, team teaching and reflection are part of our working day. We have documentation in place to support staff in teaching phonics, which ensures consistency and sound practitioner knowledge, such as a glossary of phonics terminology (see Appendix 3).

Our phonics lessons are daily in Nursery – Year 2, and follow the teaching sequence below:

|  |  |
| --- | --- |
| Session duration: | Nursery – 10 minutes Reception –Year 2 – 25 minutes |
| Revisit | Recap phonemes/graphemes and tricky words already taught. |
| Teach | Learn a new grapheme/phoneme or tricky word. (Blending and segmenting) |
| Practise | Practise reading/writing the grapheme/phoneme correspondence. *(Blending and segmenting)* |
| Apply | Opportunities at the end of the lesson to apply the new learning through sentence substitution, picture matching, etc.The ‘apply’ part of the session should also be evident in the learning environment for consolidation throughout the day/week. |

This teaching sequence is evident in all lessons through the use of the Interactive online tool provided by the Bug Club Phonics Scheme.

The following table provides an outline of the content taught in each year group:

|  |  |
| --- | --- |
| Year Group | Content/Phase |
| Nursery | Phase 1 –Environmental/Instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting. |
| Reception | Phase 2 – new phoneme /grapheme correspondence/tricky wordsPhase 3 - new phoneme /grapheme correspondence/tricky wordsPhase 4 – Consolidation of blending and segmenting longer words, e.g. with adjacent consonants  |
| Year One | Phase 5- new phoneme /grapheme correspondence/tricky words. Alternative pronunciations, etc. Phase 6 – Begin to develop fluency and accuracy in spelling. |
| Year Two | Phase 6 – Develop fluency and accuracy in spelling. |

Through careful planning, monitoring and assessment our phonics lessons allow for all learners to access the sessions and make individual progress. Our delivery is based on extensive teacher-child interaction and a multi-sensory approach, creating a stimulating learning experience for the children. Opportunities to practise specific phonics strategies, such as blending and segmenting are consistently provided in the learning environment, as well as in all other subject areas.

We regularly review our structure for teaching phonics, depending on our attainment data from the previous year for each cohort, and operate a ‘grouping system’. This allows us to meet the needs of all the children whether they are working below, at or exceeding year group expectations. However, through intensive interventions beginning in nursery, we strive to narrow the reading gap and work towards whole class lesson delivery by the end of Year 2.

Learning Environment

Every classroom in the EYFS and KS1 phases has a phonics display. This may be in the form of a phonics area (EYFS) or a working wall (KS1). The phonics area/display reflects the current teaching in phonics, with new graphemes displayed clearly alongside the most recent common exception/tricky words that have been taught. Additionally, the displays/areas provide the children with the opportunity to apply their phonics learning, through the use of a challenge task being displayed. We also value the importance of consolidating and reviewing prior phonics knowledge regularly and we do this through the use of phonics sound mats being available to the children at all times, whether it be on their desks or in a tray that is accessible to them, to promote independence.

The phonics displays and mats are referred to regularly, with the teachers reminding the children to use them during shared learning, modelling and independent reading/writing.

Phonics Assessment

At St Peter’s, we recognise that the teaching of phonics is fast paced, and so the importance of regular assessment is crucial in meeting each individual child’s needs. Teachers need to feel confident about assessing children’s use of phonic skills and knowledge if they are to plan effectively to meet all children’s needs and to support them in becoming fluent, independent readers and writers. By ensuring that teaching is adapted to support all children, we can be sure that all children make good progress and that vulnerable children (particularly the bottom 20%), are identified early and provided with support to enable them to catch up before the gap between them and their peers widens.

On-going teacher assessment takes place daily, and children are given ‘in the moment’ support or challenge when needed. We assess the children’s phonics ability more formally each term, and this is done on a 1:1 basis by the class teacher. Our phonics tracking system can be seen in Appendix 5.

In deciding when children are secure at phonic phases, teachers need to be thinking about what children know and can do when their attention is on phonics. It is not essential for children to demonstrate phonic skills and knowledge in independent contexts before moving on to the next phonics phase within the discrete phonics sessions. However, their ability to apply their phonics knowledge within lessons when reading and writing, is of equal importance and is taken into account when assessing their English attainment overall.

Phonics beyond KS1

Through excellent planning and delivery of phonics, alongside same day and catch up interventions, we strive for all of our children to be competent readers, being able to decode words and texts beyond phase 6 by the end of KS1. However, due to barriers, such as new arrivals, we recognise that this is not always possible for every child. Therefore, we have a continuous phonics assessment strategy and intervention follow up, that we run from Year 2 and beyond. Children that are either new to the school in KS2 or who have other special needs that prevented them from passing the national phonics screening check in KS1, receive regular assessment checks and follow up sessions with a trained practitioner. Once they pass the check and can demonstrate that they are able to use their phonics knowledge to access lesson material in class, they will be taken off the phonics monitoring. As with all English policies, this is monitored by the English Subject leader alongside the SENCo.

The Explicit Teaching of Reading

EYFS

We understand that language comprehension starts from birth and it only develops when adults talk with children about the world around them and the books they read with them. Therefore, we begin the explicit teaching of comprehension in our nursery setting, where we enjoy rhymes, poems, stories and songs together on a daily basis. This is integrated into our EYFS curriculum, with quality texts being the foundation for learning across all the areas.

In Reception, the teaching of comprehension continues but a more formal approach is introduced through the explicit teaching of guided reading. Children receive a weekly guided reading session which is led using the BugClub Guided Reading Scheme, with the class teacher, as well as accessing discrete comprehension focuses within their English input. Additionally, children are given 2 home reading books a week and read this to an EYFS member of staff once a week.

*Interventions that are delivered within the EYFS department to raise progress and attainment in communication and language, vocabulary and reading can be seen at the bottom of this policy.*

KS1 and KS2

At St Peter’s we have devised our own bespoke English curriculum which is centred around quality texts. Each unit/genre type is planned alongside either a fiction, non-fiction or poetry text that is at a high level of challenge for that year group. Through our carefully planned unit structure, which is based around the ‘Talk for Writing Approach’, the children are exposed to the teaching of explicit reading strategies and activities throughout the unit. Our unit approach is broken down into the teaching phases; Imitation, Innovation and Independent Application. The Imitation phase is where the children unpick vocabulary, internalise a model text, retrieve and infer information from the text and read as a reader. This approach is the beginning of all our units, ensuring that the children have a deep understanding of the text before becoming a writer. (the unit structure can be seen in detail in Appendix 6).

We also value the importance of the discrete teaching of reading, outside our English units and therefore have a whole school guided reading approach, which is led by the Bug Club Guided Reading scheme and follows a carousel format. The format of our Guided Reading lessons can be seen below:

|  |
| --- |
| Key Stage One |
| Session 1: Reading | * Phonics for reading
* Walkthrough
* Main question
* Read
* Discussion questions
 |
| Session 2: Spoken Language and Writing | * Phonics for writing
* Spoken Language
 |
| Session 3: Writing | * PCM task
 |
| *Sessions 4 and 5 are discrete, whole class reading lessons which develop fluency and comprehension using The Cracking Comprehension approach (see below).* |

|  |
| --- |
| **Key Stage Two** |
| Session 1: Vocabulary | Children complete a vocabulary activity in their workbooks, based on language used in the key text. |
| Session 2: Pre-read | Children pre-read the text and make notes in their workbook about the three key questions *(looking question, clue question and thinking question).* |
| Session 3: Key questions | Children read and discuss the three key questions with a teacher. |
| Session4: Follow-up task | Children complete a follow-up task embedding strategies taught in session 3. |
| Session 5: Follow-up task (writing) | Children complete a follow-up writing task further embedding strategies taught in session 3. |

Guided reading sessions draw on eight key strategies to build children’s comprehension skills; clarifying, summarising, activating prior knowledge, visualising, connecting, predicting, questioning and evaluating.

We further embed the eight key strategies for reading through a weekly discrete Cracking Comprehension lesson. This takes place in Year 1 – Year 6 and is a whole class teaching approach.

Home Reading

We view home reading as an approach to consolidating reading skills/strategies and involving parents with their child’s reading progress and enjoyment. EYFS and KS1 children receive two home reading books per week, and these are self-selected within the reading band that they are reading competently in, whereas Key stage 2 children self-select one per week. This allows the children to take ownership of their reading habits, and have their own thoughts and opinions about the books they have chosen.

The distribution of home reading books is regularly monitored by class teachers to ensure that the children are receiving home reading books that match their phonics ability, and are therefore fully decodable. This allows them to develop confidence and fluency with their home reading books.

Our aim through the home reading books is for children to practise the word reading and comprehension skills already gained through other aspects of reading and to develop a passion for reading, rather than racing through the reading scheme. The children read their home reading book on a 1:1 basis with a teaching assistant each week, and their book is changed and progress recorded. Regular communication with the class teacher and parents take place to ensure that everyone is happy with the child’s reading progress. Once KS2 children have become confident reading books from the scheme, they are able to choose a book from the ‘free readers’ collection.

A copy of our reading stages can be found in Appendix 7.

Reading for Pleasure

At St Peter’s, we believe that ‘when we read for pleasure, is when we learn the most’. Reading is the door to new worlds and new opportunities, and this is why we hold reading for pleasure at such a high priority. We expose the children to reading for pleasure in ways such as;

Favourite Reads – Each year group has a basket of ‘favourite read’ books. These have been selected by the English Subject Leader as year group appropriate texts and are read together as a class on a daily basis. The favourite read texts are displayed in a central place for both classes within the year group to access, and the children select together which one they want to read. In KS2 this may be the same text all week, as they are longer and there is more to ‘dive into’. The favourite read texts stay the same all year, so the children can read them over and over again, therefore becoming familiar with the authors and writing styles. By the end of the year, the children should be able to share their thoughts and opinions about the texts as well as their knowledge of the authors and their writing styles, in an enthusiastic manner!

Our school library – We are extremely proud of our library space at St Peter’s. This is an area where the children can have time out to be calm, read and reflect. The library is organised into key stages, and more specifically genres in the KS2 area. Each class is timetabled to visit the library at least once a week with their class teacher, and this is when they can spend time reading and get their library book changed. The children can take the library book home for a week and then change it in their next session. During the weekly library session, the class teacher sits and shares texts with the children supporting them with choosing a text that is right for them. We do however allow the children to self-select their library book and do not discourage them even if they have chosen a text that is below/beyond their reading ability.

Classes may also visit the library during non-core subjects for the purpose of research.

We also have competitions running across school such as ‘Readers meet their goals’ in Year 2, as well as other events throughout the year to promote reading for pleasure – World Book Day workshops and the Scholastic Book fair are just two examples of this.

Reading Across the Curriculum

Throughout our curriculum we have devised ‘knowledge mats’, and for each topic within the non-core subjects relevant books are suggested to match the topic. These books should be displayed within the classroom alongside displays, and accessed during those lessons.

Assessment and recording

We gather our assessment data for reading through a variety of ways, with our focus being the children’s ability to both word read and comprehend the texts they are exposed to, both familiar and unseen. Opportunities to gather evidence include assessment within the English unit-books, guided reading discussions and completion of independent tasks, phonics tracking, home reading records, poem recital and drama, intervention sessions and summative assessments such as the phonics screening check or comprehension papers (SATs).

Our assessment data is recording termly using the SIMS data collection program, and this is analysed by the SLT. This data is

Data analysis is fed back to the staff team during a staff meeting allocated slot and key areas of strength and development are shared.

Reading / Language Interventions

Following the data analysis, each term we look at which reading interventions we need, and which target groups/children we need to focus on. The following interventions are delivered;

* Early Talk Boost – Nursery
* Talk Boost – Reception
* WELLCOMM – EYFS and new arrivals across the school
* The Nuffield Early Language Intervention (NELI) - EYFS
* Better Reading Support Partners (BRSP) – Year 1
* Project X – Year 2
* Speech and Language Intervention (SALT) – EYFS – Year 6
* Phonics Boosters – KS2 – Do we want something formal for this, or happy to say it is an informal intervention?

In addition to our in-house interventions, we work closely with the Rochdale Additional Needs Team to direct parents to other interventions that are available to their child/children. These are often arranged by school and take place during school time.

Inclusion/SEND

At St Peter’s every teacher is a teacher of every child including those with SEND and as such, each teacher is accountable for the progress and attainment of every child in their class including those who receive specialist support outside of the classroom. At St Peter’s we aim to ensure all children, regardless of need or ability, reach their fullest potential.

Last reviewed February 2022

*This policy will be reviewed annually by the SLT and shared with the staff and*

*Governors.*