

Great Crosby Catholic Primary School
"..that they may have life and have it to the full." John 10:10

Reading Statement.
Overview of skills and content

This is a statement of the principles and strategies for the teaching of reading at Great Crosby Catholic Primary School. This policy should be read in conjunction with other English related policies, teaching and learning and assessment policies.

Statement

At Great Crosby Catholic Primary School, we aim to develop the full potential of all our pupils as confident, critical readers. In order for this to happen, all staff are fully committed to the teaching of key reading skills and attitudes.

Early Reading

To support this, we have an emphasis on phonics from nursery and into Key Stage 1. Where applicable, phonics is also used in KS2. Please see the school's phonics statement.

In order to develop early reading skills and attitudes, alongside phonics, we aim to:

- Develop a love of the written word and a desire to understand its meaning;
- Encourage reading for pleasure;
- Develop key reading skills and strategies which allow children to decode unfamiliar words and understand their meaning;
- Provide a range of different resources and materials, building an understanding of genre and preference;
- Support parents and carers in being an active part of their child's reading process.

We do this by:

- Creating a print rich environment, where children are encouraged to read not only books, but, for example, leaflets, signs, messages and instructions;
- Providing 1-1 reading opportunities for children, where the child receives bespoke reading support;
- Regular story times, throughout the day;
- Discrete phonics sessions, which immerse children in the acquisition of letters and sounds, high frequency words and tricky words across the phonics curriculum;
- Application of key reading skills across the curriculum, encouraging children to use and apply both decoding and comprehension skills;
- Providing access to a range of high quality reading materials such as Little Wandle e reading scheme and reading books; class libraries which include poetry, non-fiction and fiction texts; colour banded reading schemes used when children have completed the Little Wandle reading scheme; phonics games and resources; story sacks and reading bags; books to support other curriculum areas in continuous provision and as enhancements;

- Through daily English sessions, where the study of a specific text, author or genre is completed during phase one of the English process (Reception and KS1);
- A whole school focus on Reading for Pleasure (RfP) at the start of each academic year;
- A whole school focus on a specific book or author at the end of each year;
- Developing Reading Mastery 5 (RM5) from Reception upwards (see below);
- Building a partnership between home and school by providing high quality reading materials for parents and carers to share with their children at home, and holding reading meetings across EYFS and KS1;
- Participating in initiatives such as World Book Day or National Poetry Day.

Interventions.

As part of our early reading curriculum, and indeed across the rest of the school, there are a number of different interventions in place to support those pupils who may not be working at age related expectations. Some of these are:

- Familiar readers, where children are encouraged to read familiar books with a member of staff on a regular basis;
- Boosting Reading Progress (BRP) where children are selected to complete a six week programme of reading, discussion and skills acquisition;
- Precision teaching- where children are encouraged to instantly recall and read high frequency and tricky words;
- Small group phonics support;
- Pre reads of Reading Mastery 5 extracts.

Reading Mastery 5.

Reading Mastery 5 (RM5) is in place from Reception upwards. In Reception, the children are involved in shared reading and discussion about a text, which may cover any issues raised, story structure, character analysis and a focus on the meaning of key vocabulary.

From year one upwards, the children are involved in a daily reading session. These sessions follow the same structure each week and involve the children in sharing and then reading an extract independently, summarising, predicting, text talk, the acquisition of new vocabulary, answering inferential and literal questions and discussing an issue linked to the text. During each session, the children are encouraged to use sentence starters to begin either verbal or written answers, and record their answers in writing.

Reading in Key Stage Two.

In KS2, we aim to build on the skills acquired in KS1, and, once our children have 'learnt to read,' use 'reading to learn,' encouraging reading as a lifelong skill and using it to access other areas of the curriculum and beyond. We also aim to encourage a love of reading.

We do this by:

- Providing a whole school focus on Reading for Pleasure (RfP) at the start of each academic year;
- Using a whole school text or author study at the end of each academic year;

- Teach daily RM5 lessons, encouraging children to read and study an extract from a text- fiction, non-fiction or poetry- through summary, prediction, text talk, inferential and literal questioning. There is a library in every KS2 classroom with books linked to the RM5 lessons, to encourage children to read the whole text for pleasure;
- Use reading as an integral part of an English lesson, particularly in phase one, where children are involved in text analysis focusing on the features of a specific genre; author's use of language; story structure; the retrieval of information; vocabulary acquisition. This analysis then leads in to the writing process;
- Providing access to a range of high quality reading materials such as colour banded reading schemes for those children who require them; class libraries which include poetry, non-fiction and fiction texts; reading bags; books to support other curriculum areas;
- Regular story or book sharing time;
- Where children require extra support in becoming fluent readers, we provide access to reading interventions (please see above);
- Participating in initiatives such as World Book Day or National Poetry Day.

Special Educational Needs.

At Great Crosby Catholic Primary School, we aim for every child's needs to be catered for and each child is given the chance to become a competent reader through a variety of strategies. If this is not possible, interventions are put in place to narrow the gap. Please see above for some examples.

Homework.

All children from Nursery upwards are encouraged to choose a text from the class library and share these at home with an adult on a daily basis, or as often as possible.

In Reception and KS1, children take home a hard copy of the Little Wandle reading scheme once a week. These books can also be accessed from via the Collins Little Wandle e reading site. Once children have completed the Little Wandle reading scheme, children who uses colour banded reading books and receive a reading book at least once a week, to read to someone at home.

Other reading tasks are set through English homework mats (Y1 to Y3). Some year groups send home other reading tasks, such as the extract from the RM5 session, reading challenges or comprehension tasks, as and when it is felt appropriate.