



St Augustine's Catholic Primary School

Be the Best You Can Be

Reading Policy

Read, Write Inc

Whole Class Reading

Accelerated Reader

September 2021- September 2023

St Augustine's Reading Policy

This Policy should be read in conjunction with the Equal Opportunities Policy and Procedure (2020) and with Plymouth CAST's Positive Pupil Welfare Policy (2019).

Aims

At St Augustine's Catholic Primary School, reading is a top priority and is a key driver for our curriculum. It is our intention to ensure that by the end of their primary education, all pupils are able to read fluently and with confidence, in any subject in their forthcoming secondary education. We therefore intend to encourage all pupils to read widely across both fiction and non-fiction to develop: knowledge of themselves and the world in which they live; to establish an appreciation and love of reading; to gain knowledge across the curriculum; and develop their comprehension skills. We are committed to providing vocabulary rich reading material and the "Best of what has been".

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- 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.

National Curriculum Expectations – Reading

Early Years

The EYFS curriculum, is broken down into seven areas of learning. The first three, are the prime areas central to a child's future learning journey. The four specific areas of learning are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Literacy is broken down into reading and writing. By the end of the Early Years, children are expected to:

- children read and understand simple sentences.
- use phonic knowledge to decode regular words and read them aloud accurately.
- read some common irregular words.
- demonstrate understanding when talking with others about what they have read.

Key Stage One and Two

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

Word reading

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Comprehension (both listening and reading)

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

The Teaching of Reading – Read, Write Inc (RWI)

Reception and Key Stage One

We strive to teach children to read effectively and quickly using the Read Write Inc. Phonics programme (RWI) which includes teaching synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation. Using the RWI Scheme, to teach children to decode and then read, we aim to teach children

from Early Years up to Year 2 to:

- apply their phonic knowledge and skills as the route to decode words.
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all common 40+ phonemes.
- read accurately by blending sounds in unfamiliar words that contain the Grapheme Phoneme Correspondences (GPCs) that they have been taught.
- read common exception words, noting unusual correspondences between spelling and sound.
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- read words of more than one syllable that contain taught GPCs.
- read words with contractions and understand that the apostrophe represents the omitted letter(s).
- accurately read aloud books, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- reread books to build up their fluency, accuracy and expression and hence develop confidence and enjoyment of reading.
- read most high-frequency regular words quickly and accurately, without overt sounding and blending; only needing to sound out unfamiliar words.
- spell words containing each of the 40+ phonemes by segmenting the sounds in words.
- spell common exception words correctly.
- add prefixes and suffixes to previously taught words.
- spell effortlessly, and with confidence, so that all their focus when writing can be directed towards composition.
- make phonetically plausible attempts to spell words correctly.
- select the correct GPC for words that contain sounds that have more than one GPC – e.g. ay, ai, a-e etc.
- form each letter correctly, using RWI letter formation rhymes to encourage correct entry and exit points, orientation and letter size.

At St Augustine's, these skills are embedded within daily RWI lessons. By focussing on the teaching of reading in the Early Years and KS1, using a synthetic phonics scheme, children learn to read unfamiliar printed words by blending (decoding) and speedily recognise familiar printed words by sight. We want all children to enjoy and experience early success in learning to read. We are committed to developing children's love of reading and to help them to acquire knowledge and to build on what they already know. We understand that learning to read and write, alongside proficient language development, is the key to allowing children access to the academic curriculum. Furthermore, fluency of reading is also a key indicator for future success in further education, higher education and employment.

These principles and features characterise our approach to the teaching of reading using RWI:

- Teachers teach RWI using a detailed, proven step-by-step teaching scheme; where children are first taught simple GPCs, to accurately blend taught sounds, to decode simple words containing taught

graphemes and then to read specifically designed books that are closely matched to their increasing knowledge of phonics and the common exception words.

- Pupils are taught within small homogenous groups, across year groups, which reflect their performance in RWI phonics assessments. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and ability to read 'tricky words'; so they experience early reading success and gain confidence that they are readers.
- RWI teachers have all the RWI resources needed to teach RWI, and they follow detailed lesson plans. This ensures the consistency of the teaching of reading, in every RWI lesson, irrespective of the RWI reading teacher.
- Teachers attend regular in-house CPD sessions, where they have the opportunity to learn about pedagogical changes, new RWI resources and to observe and practice specific parts of the teaching process.
- Regular assessment ensures that pupils are taught in homogeneous groups which match their phonic knowledge and reading level.
- Pupils making speedy progress move groups quickly. Those pupils making steady progress continue at an appropriate pace matched to their reading level. Those pupils making slower progress are usually taught in smaller groups and generally receive additional small group or one-to-one intervention.
- We assess all pupils from Reception to Year 2 using RWI Assessment materials. We use this data to assign them to their correct RWI Group and to identify if they need to have any additional support. This provides a good indication of their progress relative to their starting points.
- We track the phonic progress that pupils make from Reception to Year 2 and, at the end of Year 1; we evaluate pupils' acquisition of GPCs and decoding skills using the Phonics Screening Check (PSC). This ensures that we can maintain high standards in the teaching of the early stages reading in EYFS (using the Reading statements in the EYFS Profile), in Year 1 (using the PSC materials) and in Year 2 (using the statutory KS1 Reading assessment materials).
- Pupils in KS2 that are still acquiring word reading skills, continue to be part of the RWI program.

Assessment for Learning

The programme's 'cycle of instruction' means that, after direct instruction and guided practice, the pupils teach their partner. In this way, children rehearse and consolidate what they have been learning. This helps the pupils to make their understanding clear to themselves and helps the teacher deal with any misconceptions. 'Partner teaching' is a key assessment tool. Assessment is a critical element of our programme. The teachers assess:

- pupils' phonic knowledge.
- the speed at which pupils are able to read the text.
- their understanding of the stories they read.

Formative Assessment

Daily formative assessment opportunities are built into every RWI lesson. Choral response group work, partner work, the small class size allows teachers to evaluate pupils' phonic knowledge and hence modify the pace and focus of their lessons. Formative assessment opportunities provide teachers with knowledge of which children are making slow, steady or speedy progress and hence they can liaise with the Reading Leader to provide additional support (for children making slower progress) or an immediate assessment (for pupils making speedy progress) to allow such pupils to change group.

Summative Assessment

All pupils are assessed every 6-8 weeks, or more frequently for those making speedier progress, using RWI Assessment materials. The assessment is conducted by the Reading Leader and the materials assess a pupils' sound to grapheme correspondence, ability to apply phonic knowledge to decode regular words and to read common exception words.

Pupils reading fluency is also evaluated. Pupils' progress is tracked, to record their phonic knowledge and decoding skills, and this information is used to reorganise groups, RWI Storybook level and the focus of the phonics input of the lesson. Summative assessment is used to update RWI tracking sheets, which monitors pupils' progress over time, and also to update AWL assessment grids.

Planning and Resources

Planning is minimised as we follow the RWI planning scheme, which is based on the RWI Handbooks and plans. This ensures consistency across the program, as well as freeing up time for teachers to focus on outstanding and consistent teaching of RWI. Planning details the focus of each part of the RWI lesson and explains the purpose of the activity to both the teacher and the pupil. Planning also explains the resources needed for each day in a 4-day teaching cycle. Every RWI teacher has their own box of RWI Resources these include: simple and complex speed sounds charts, small and large phonics flash cards, Green and Red word cards, phonics wall friezes and Fred the Frog, Set 1, 2 and 3 teaching sequence resources. RWI storybooks (with Story Green words and Speedy Green words), ditties and linked texts and props are all stored centrally. Teachers teaching the start of the RWI program, where children are learning to recognise and say Simple Set 1 sounds, also use magnetic letters and magnetic whiteboards in their phonics lessons.

Organisation

Teachers follow RWI lesson plans; lessons are taught at a good pace to ensure that all children are engaged and involved in the lesson. Children are praised for their contribution to lessons, reading and effort so that a very positive and respectful teaching environment is maintained. Every part of the lesson is explicitly referred to so that the teachers, and the children, know the purpose of the task. Use of effective partner work, turntaking and children taking on the 'teacher role', means that children have an active role in all parts of the lesson. We teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge. Teachers demonstrate their enthusiasm and passion in the program, and this has a very positive impact on the teaching and learning environment.

Reading Areas

In Reception and Key Stage One classes, each class is expected to have a reading area. The area is a stimulating and attractive environment which contains a range of reading material.

This can include the following:

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

Books are be organised into non-fiction, fiction and poetry and are easily accessible by the children. Children are be actively involved in the management of the reading corner.

Inclusion

All pupils are entitled to access RWI resources and teaching at a level appropriate to their needs arising from race, gender, ability or disability. A range of inclusion strategies, as listed on the school's inclusion planning key, are embedded in practice and teachers are aware of the special educational needs of the children in their RWI group, as well as those who have English as an additional language. The 2014 National Curriculum states that: 'Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.' Pupils making accelerated progress will move groups to ensure that an appropriate level of challenge is provided. Pupils that need additional support to consolidate their phonic knowledge and its application will generally be taught in smaller groups where they have the opportunity to consolidate their knowledge prior to moving onto the next stage. If appropriate, further intervention will be provided to support their phonic development. Specific arrangements for the provision of children with SEND will be communicated to parents and carers during SEND reviews.

Role of the RWI Reading Leader

- Oversees the assessment of all Reception & Key Stage 1 pupils, reviews assessment data to organise pupils to the correct RWI groups.
- Provides RWI teachers with a list of graphemes that their group requires consolidation of and other organisational support.
- Assigns RWI teachers to RWI groups.
- 'Drops in' on RWI groups to give advice and to informally check that pupils are in the correct groups through learning walks and scrutiny of work, model lessons, team-teaches and coaches staff.
- Organises RWI Development Days, led by our RWI consultant trainer, where the teaching of RWI is reviewed and assessed. The RWI trainer also coaches staff, supports RWI intervention teachers, updates the RWI Lead on new practices and helps the RWI Lead to create a plan of action to help develop the teaching of reading.
- Ensures that all staff are trained in RWI Phonics and book regular Development Days with RWI consultant trainers.
- Liaises with the Head Teacher regarding groupings, teaching spaces, staffing, training, progress, additional support and other relevant matters.
- Is responsible for reporting to the governors about the quality of the implementation of RWI and the impact on standards.
- Tutors children on a one-to-one basis and trains TAs to do the same.
- Meets with the reading team, every third week for at least 30 minutes, focussing on the coaching, modelling and the development teaching of one aspect of the teaching of RWI, to ensure that RWI is taught to a consistently high level across the school.
- Organises regular workshops with parents.
- Liaises with class teachers to discuss the progress of children in RWI.
- Provides class teachers with a report on children's RWI grouping, any sounds needed to be consolidated and also any additional comments.
- Ensures a statement about a child's reading ability is written and included in the child's notes for Parents' Evenings.
- Advises teachers on children's reading levels and targets for end-of-year reports. Helps to complete these reports.
- Ensure that the teaching of reading follows current guidance and advice e.g. The reading framework, EYFS Development Matters 2020 and Birth to Five Matters.

Reading in Key Stage 2

As the children progress we aim to build on the reading experiences already acquired. The aim is to develop independence, fluency and self reliance. A greater variety of texts are made available to allow for more depth, choice and enjoyment. More varied texts are available to support the widening interest shown as children progress; multicultural texts, plays, nonfiction, poetry, dictionaries, thesaurus etc. We will aim to expand the skills gained earlier in the school by keeping a teaching focus on reading, drawing attention to the structure of a variety of texts, helping pupils to adapt their style of reading to suit the purpose (skim, scan, read critically) The higher order reading skills must be taught and should not be confined to the Guided Reading lesson alone. The opportunity to read texts from different media, to research, investigate, to sift, select and take notes from text, to question, challenge and look for bias in texts, to scan and skim for project information and use this purposefully can be found in many different subject areas. As soon as children can read we aim to support them in their need to become independent, helping them to develop fluency, expressiveness and critical awareness. It is important that older children still share books and sets for books during guided reading sessions. A range of high quality texts are used to deliver this having full texts in addition to the use of extracts.

Whole Class Reading (WCR)

We deliver a Whole Class approach to reading which is used in Key Stage Two. Teachers carefully select texts that link with the Curriculum Driver Topic and these are carefully planned for and resourced. Whole Class Reading takes place daily in addition to the one hour English lesson although opportunities are taken to enjoy texts in other curriculum subjects. During WCR, children access a text which may be challenging to them individually as they are supported. The teacher models the reading skills, strategies and recognition of words appropriate to NC expectations for their year group. Teachers should also 'think aloud', modelling their thought process and how they have reached conclusions. Discussion should help the children to reach a deeper understanding of the text. Whole class guided reading has a specific focus and all abilities should be included in discussions by differentiated questions.

The Structure of a Whole Class Reading session

Our Whole Class Reading Non-Negotiables

- One Book (or Text) Per Child. Our aim is to have each child reading the same word at the same time — one book/text per child allows for maximum absorption and minimum distraction.
- Children will use a ruler or bookmark to follow the text. This ensures that all children are on task.
- All SEND children are involved in every session, *whether they can read the text independently or not*.
- Approximately One Intervention Per Paragraph The emphasis should be *constant* modelling and questioning, as well as 'reading between the lines'.

We operate a four-part lesson structure:

1. The teacher reads to class, modelling expression and inference.
2. Children begin to take over. Get individual children to take over the reading out loud. This is a good opportunity to check in with 'prior middle' attainers, as well as making sure that key children are keeping up.
3. Children read independently with a clearly set end point.
4. Differentiated questions. Children spend the final part of the lesson answering questions in their English books. These can be differentiated for SEND children to address specific skill gaps.

Accelerated Reader

Reading transports curious minds to wondrous realms of the imagination. It determines success not only in the classroom, but in life. Highly popular and successful for over 25 years, Accelerated Reader (AR) is a powerful tool for monitoring and managing independent reading practise. AR is supported by scientifically-based research. An extensive body of research confirms the effectiveness of Accelerated Reader and best classroom practices in helping educators dramatically improve student reading skills. The research consistently demonstrates that Accelerated Reader enables teachers to target instruction and accelerate reading growth for students of all ability levels. It's all about practise. AR encourages substantial differentiated reading practise to create strong readers. Based on each student's independent reading level, AR helps teachers set personalised goals for each student, and guide students to books that are difficult enough to keep them challenged, but not so difficult as to cause frustration.

In addition, AR helps teachers monitor students' vocabulary growth, literacy skills development, and other reading skills.

- Determine reading level. First, a student's optimal reading level is determined through the STAR Reading Enterprise assessment. This assessment suggests a range of book levels for each student called the "zone of proximal development", or ZPD. Children should begin reading books that have a level at the lower end of their ZPD and gradually move up the range in order to make optimum progress.
- Set practice goals. Teachers support children to set individualised reading practice goals based on reading quantity, quality, and difficulty and they can then monitor progress toward those goals.
- Personalised practice. Personalised reading practice means students read books of interest at their own reading level. AR Book Finder makes it easy to find the perfect book.
- Students take an AR quiz. AR offers more than 150,000 quizzes of three types on both fiction and non fiction titles. Students use their 1:1 device to complete these.
- Receive instant feedback. AR provides teachers with immediate information, helping them monitor the comprehension skills of each student and inform further instruction or intervention.

The following guidelines will govern the AR Program at St Augustine's School:

- Students will complete a STAR Reader assessment AT LEAST every term. Where required, students may complete additional STAR Reader tests to inform other forms of teacher assessment or to update/ clarify reading levels and ZPD range for AR books.
- All students must log in using their own passwords and key in their own answers.
- Each student should be reading on their ZPD, or reading level, as determined by the STAR Reading assessment.
- Students must maintain an 85% correct average on comprehension within a minimum of three AR quizzes before moving onto the next level.
- However, teachers will maintain a degree of 'flex' when working with the children in their class to determine if they require further consolidation within a level or are ready for the challenge of the next level within their ZPD.
- Diagnostic reports from STAR Reader assessment will be used by teachers to inform individual reading requirements and targets.
- TOPS reports after each AR test will be utilised to initiate discussion between teacher and student to reflect on progress and reading targets.
- AR performance reports will be produced every Friday by individual teachers in order that they can monitor and analyse purposes.
- Best performing/ most improved students in KS2 to will be celebrated during the weekly Celebration Assembly.

- Progress reports will be produced for each student to inform teacher assessment and possible interventions following completion of each STAR Reader assessment.

Inclusion

All Key Stage 2 children are fully involved in the Accelerated Reader programme. Those children who are working with a lower ZPD for their age, will work with a TA during these sessions who will support access to the text and in turn support the acquisition of reading skills

Parental Partnership and Home Reading

We work in partnership with parents, so pupils develop a love of books and reading. Reading for pleasure at St Augustine's Catholic Primary School aims to establish each child as a lifelong reader which is based on a love of reading. Daily reading at home and at school ensures children make good progress in developing reading skills, whatever their age. Encouraging children to read widely, in and out of school, across both fiction and non-fiction, helps to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech.

Reading the same book more than once allows children to really focus on the comprehension skills needed when understanding what is happening within the text they have. This allows children to fully understand the text and consolidate previous learning. Children in Early Years and KS1, are given a home reading folder. In each folder children have:

- 1 reading book linked to their phonics phase, for your child to read to the parent.
- 1 virtual book (Oxford Reading Tree) linked to their phonics phase, for your child to read to the parent.
- A library book to read for pleasure.
- A reading diary to record reads in.

To encourage reading at home, we have introduced a reading challenge that rewards children who regularly read at home, in Celebration Assembly and a Reading Badge and Certificate awarded.

To promote reading at home we promote our school 'Reading Challenge'. The aim, is to encourage children of all ages to read aloud at home to an adult, develop their fluency and their love of reading! When a child achieves 30 'reads' this success is shared in class on a Friday and children awarded with a special reading star badge. At end of each week, staff count how many reads completed (one way to do this is to draw a pink line/highlight last read) staff to keep record of 'reads' completed.

- Red = 30 'reads'
- Blue = 60 'reads'
- Green = 100 'reads'
- Yellow = 150 'reads'

Reading records communicate reading progress between home and school, and include teachers' and parents' feedback.

For children in Key Stage 2, we have introduced a new 'Vocabulary Challenge'. With the aim to encourage children to develop their understanding of a range of vocabulary and to begin to apply this when reading independently and in their independent writing.

When your child is reading at home, they will need to record new vocabulary into their reading record along with a definition of the word.

- 1 word + definition will score 1 point in the Vocabulary Challenge.

EACH WEEK your child can score up to 5 points (if they write definitions for FIVE words). When a child achieves 30 vocabulary points this success will be shared in class on a Friday and children awarded with a special vocabulary star badge. These badges can be worn proudly on their school jumpers! Additional badges can be won at 60 points, 100 points and 150 points.

Please use the yellow reading records to record not only reads but also new vocabulary from your reading and its meaning, these will be monitored by staff and added to the tally in class. Children should be prepared to discuss the new vocabulary with staff in school

The Reading curriculum is evaluated through

- Daily formative assessments (Progress Cards – Appendix D)
- RWI Assessments
- Analysis of Phonics assessment information
- Analysis of phonics assessments.
- SIMS assessments
- Termly PPR meetings
- End of Key Stage SATs

Equality of opportunity

All of our children have equal access to reading lessons and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. Children who are working at Greater Depth are carefully planned for with appropriate texts and questioning. Staff ensure that these children can apply their skills to a range of text types including poetry, fiction and non-fiction.