



Archdiocese of  
Birmingham



# St Gregory Catholic Academy

## Reading Policy



All Saints Catholic Collegiate

## POLICY

### Approval and review

Committee to approve policy	Curriculum Committee
Date of Academy Committee Approval	March 2016
Chair of Academy committee	Mr R Chadwick
Signature	
Chair of Academy Committee	
Policy review period	12 months
Date of policy review	March 2017

### MISSION STATEMENT

**With respect for God and united in faith, we place service before self to inspire hearts and minds.  
By achieving together through out love and faith, we place Christ at the centre of all we do.**



Version Control			
Version	Date Approved	Changes	Reason for Alterations
Issue 1		Annual update of policy	



## INTRODUCTION

St Gregory's Catholic Academy strives to provide a happy secure and caring environment which fosters love and acknowledgement of Christ's presence as central to personal, social, and academic experiences and achievements.

We aim;

- To develop confident Readers from an early stage.
- To enable pupils to read independently from an early stage, and develop reading fluency.
- To encourage high standards of reading throughout the school
- To promote and encourage a lifelong love of reading

## Foundation Stage 1 Phonics 1-3

All children are taught phonics at the earliest opportunity, through daily, structured activities, under the direction of the class teacher. Pupil progress is assessed and monitored through small group activities delivered by trained early years practitioners and learning support assistants. The teaching of phonics as the sole route to decoding remains the fundamental strategy to enable pupils to develop reading fluency. Children are assessed during the first few weeks and grouped according to their reading ability in phonics.

## Foundation Stage 2 Phonics 2-5

Systematic teaching of phonics continues on a daily basis in Foundation 2. Children are taught according to their phonics stage of learning. Pupil progress is assessed daily and monitored by the class teachers and Foundation Stage Leader, with evaluation by the Executive Headteacher and senior leaders every half term.

## Sight words

The use of other strategies, eg. Sight – words are introduced during the phonic session and the guided reading sessions. However such reading strategies are not used in home/school reading materials until children are secure in their phonological knowledge and awareness

## Guided Reading

In addition to the daily phonic session, all children will be taught reading by the class teacher during weekly guided reading sessions. These will include reading comprehension skills, reading for information and research skills. Class teachers are expected to provide a weekly comment on the child's progress, or next steps, in each child's home-school reading diary. In addition, teaching support assistants, or trained adult volunteers, will listen to individual readers, over the course of the week, with an aim to ensure every child reads with an adult at home or at school every day.

Under the leadership of the Foundation Stage leader and specialist phonics teacher, all staff are fully trained and guided in the teaching of phonics. Staff are also encouraged to partake in additional CPD to ensure best practice is shared and evaluated.



## KS 1

In year 1, children will be expected to show a keen interest in reading and be confident in their attempts to decode new or unfamiliar words. By the end of the year, all pupils will complete a national, statutory phonics test which will be formally recorded and shared with parents. The use of sight word vocabulary will be expanded for pupils who are secure in their knowledge of decoding, with a further emphasis on independent reading interests and choices.

### Year 2

In year 2 children are involved in the ' Accelerated reading Programme' which continues until the end of year 6. Daily phonics will continue for all children who have not achieved the expected level in year 1, under the direction of the class teacher, or specialist staff. Pupils who require additional support will be supported through a specialist programme, Project X Code, by a trained adult. Parents will be kept informed through regular reports from the class teacher, via the diary, or by appointment.

## KS2

The focus on learning to read remains the basis for reading to learn.

Weekly guided reading activities are planned and differentiated for small groups under the direction of the class teacher; additional activities are planned including reading comprehension, research and higher order skills. Teaching support staff will be deployed by the class teacher to monitor and support small groups. Support staff are expected to sign the diary when listening to children read.

Class teachers are required to closely monitor every home school diary, and write a constructive comment on each child's progress, or area for development, following all guided reading sessions.

All pupils are expected to read daily, at home, to practise and reinforce their skills. Parents are expected to sign the home - school diary to indicate if their child has read, and are encouraged to provide a comment. Class teachers will monitor the diaries and use this information to inform overall assessment and the annual report to parents.

## Assessment and Reporting in Reading

Pupil progress in phonics is continually assessed and systematically recorded.

Pupils are also assessed during guided reading sessions, additional support activities with support staff and evaluation of home - reading. Additional assessment is completed using the York Reading and Comprehension tests to further inform and support teacher assessment. Reading ages are recorded and reported to parents during progress sessions, mid- year (December) and end of year reports.

### Developing Competent, Lifelong Readers

Reading is a lifelong skill which requires consistent practice and precision.

At St. Maria Goretti we aim to equip pupils with the skills and confidence to read audibly, confidently and fluently. It remains the responsibility of class teachers to further develop and promote reading skills through modelling and creating opportunities for pupils to read audibly to a larger audience, in order to develop their confidence, timing, eye - contact, expression and intonation. Children should be encouraged to evaluate their skills as readers -in this context as they mature, so that they are suitably prepared for the next stage of by their education and future.

## Reading Reinforcement and Enrichment

The promotion of reading for enjoyment and learning is expected to be a continuous process for every child, in every year group. A themed, inviting reading area is a feature in every classroom. A love of reading is achieved through exposing children to a vibrant curriculum which includes reading and sharing story books, poetry and rhymes, sharing children's reading experiences at home and school. Key vocabulary is displayed in role play areas, which are modelled and explained by adults before children have access to the areas. The Reader Achiever award is presented during our termly Celebration Assembly. Children are rewarded for reading frequency, with a book token.



Parents are encouraged to share and record their child's reading and writing achievements in their child's personal diary and on the Foundation Stage Parent Tree's, which is celebrated in class and during celebration assemblies. Library books are taken home on a weekly basis in the Foundation Stage and Key Stage 1, so that children experience a wide range of books in their home environments. Older pupils are trained and act as reading buddies to younger pupils. They aim to promote a love of reading and act as reading role models to our younger pupils. All children will have access to home reading resources, which include materials to reinforce their learning of phonics. Assessments are recorded by the class teachers and monitored by senior leaders every half term. Children who make slower progress, or who fall behind, are given additional support through a planned intervention programme which is tailored to their needs.

## Independent Reading

All children are expected to read at least four times a week, supported by an adult. Regular practise is essential in helping pupils apply their phonic knowledge when decoding new words, developing fluency and comprehension skills, in addition to the enjoyment of books. Parents and Carers are required to sign the child's Home Learning Diary to indicate when their child has read. Contributions made by parents and other adults are used to inform the class teacher about pupil progress in reading.

Signed: \_\_\_\_\_ Executive Headteacher      Date: \_\_\_\_\_  
Signed: \_\_\_\_\_ Chair of Academy Committee      Date: \_\_\_\_\_

The policy will be reviewed .....