

The Federation of St John's & St Paul's Whitechapel CE Primary Schools

READING POLICY

Our Vision

Our school is one family, united in love and deeply rooted in our Christian values, where together on life's journey we flourish, striving for excellence in all that we do. As part of our federation motto, we will 'Let our light shine' to make the world a better place.

Our 'Pillars':

Our four pillars: wellbeing, curiosity, communication and resilience shape our curriculum breadth. They are used to ensure we give our children the appropriate and ambitious curriculum opportunities.

Reading at St Paul's CE Primary School Whitechapel

Intent

At St. Paul's School, we aim to provide children with a literacy-rich environment with high quality texts and inspiring learning opportunities at the heart of our teaching. This will lead to children:

- Developing a life-long enjoyment of reading and books
- Gaining the tools to be able to reading accurately, fluently and with understanding
- Applying a knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed
- Being able to read fluently with expression, clarity and confidence
- Developing an intrigue and curiosity around the use of vocabulary
- Reading and responding to a wide range of different types of texts
- Developing a deeper level of emotional intelligence and empathy
- Leaving St. Paul's with the necessary skills to flourish as readers at secondary school

Implementation

Children in Y1-6 take part in daily reading lessons across the week, where children are exposed to a range of different texts and can demonstrate their understanding of language, grammar, retrieval of information and inference to develop their thinking beyond the text.

In KS1, in addition to the teaching of phonics, daily reading sessions will involve small group work using targeted books (decodable and/or linked to the wider curriculum) and children will have the opportunity to read 1:1 with an adult. Children will also experience weekly whole-class reading sessions where one text will be displayed, read and analysed in an inclusive way.

In KS2, Y3-6 use the whole-class reading model involving a well-chosen text. Each child has their own book and the majority of learning is linked to this text. It is read and studied in depth over a period of weeks. Identified children receive additional interventions for phonics, where appropriate to support their decoding skills. This inclusive whole-class model allows for highly-focused teaching, promotes depth of learning and encourages regular collaborative thinking.

- Classrooms are filled with a range of high-quality texts available to the different needs of each child - ranging from themes of diversity, aspiration and adventure.
- Children's reading is monitored by their class teacher through ongoing formative assessment, work done in reading journals and, where appropriate, noted in reading records. This provides great opportunity for dialogue between child, teacher and parent.
- Children use the school library and class collections regularly to select their own reading for reading for pleasure and promoting a lifelong love of reading.
- We will engage with parents/carers to work collaboratively and enable children to be fully supported on their reading journey through the school.
- Children who are not yet 'free readers', will be identified for interventions – using assessment of their phonological awareness and/or reading bands. These are levelled books which match the children's current reading ability and challenge them at the right level. We expect families at home to read these books with their child regularly.
- By the time children leave St Paul's, they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres (including poetry), and

participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader as well being able to identify underlying themes.

Phonics

Teaching and Learning of Phonics

Why Phonics matters:

At St Paul's, we believe that the teaching and learning of phonics is crucial in enabling children to read and spell. Having a strong knowledge of phonemes and correlating graphemes provides children with a core foundation upon which they can develop their skills in reading and spelling as they move up through the school.

Our Approach:

Phonics lessons at St Paul's follow the 'THEP Phonics Scheme' whereby lessons are structured in a Review, Teach, Practise and Apply format.

In order to track progress regularly, the scheme has assessment built-in after each 'set' of phonemes and graphemes is taught. The scheme sets out interventions for children who may struggle with elements of the learning, e.g. being able to segment, but not blend smoothly.

Phonics in EYFS and Year 1

Reading:

In EYFS and Year 1, emphasis is placed upon children applying their phonic knowledge when reading; facilitating them with skills to segment and blend unfamiliar words in texts. Children have access to decodable books (Phonics Bug Club and Collins Big Cat Phonics) which target their current phonological knowledge whilst also practising and consolidating previously learnt phonemes.

Children take home decodable books from the previous week's set to practise and consolidate their learning from school.

In addition, children are encouraged to use the school library to choose books that interest them. Teachers oversee their suitability and we encourage parents/carers to read these books with their children at home.

Writing and Spelling: In EYFS and Year 1, children are taught to apply their phonic knowledge when writing unfamiliar words. As with reading, the children are encouraged to segment the word to help them write the correct graphemes. This also applies in Year 1 where children are taught to spell with suffixes and prefixes as the root word is likely to be phonically regular.

Phonics & Spelling in Years 2-6

From Year 2 onwards emphasis is placed on using phonics to spell and on the teaching of spelling rules. To enable children to retain and apply spelling rules, spelling patterns are a focus and are reinforced. This gives teachers a way of communicating spelling rules within lessons and enables children to have more ownership over their spellings.

At St Paul's, we use the 'Headstart' spelling scheme that has a clear progression structure and can be easily tailored to meet the needs of pupils and the whole class.

Impact

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally.

Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1.

However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum via our school newsletter with book recommendations for each year group. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles.

Before the children leave St. Paul's for the next chapter in their lives, they will be empathetic readers and writers, be able to recognise that reading provides endless opportunity and be understanding of the importance of development in their learning; learning inspired by our curriculum drivers.