



St Paschal Baylon  
Catholic Primary School

---

Following In The Footsteps Of Christ

---

Reading Policy

Revised March 2017

## St Paschal Baylon Reading Policy

### Reading

At St Paschal Baylon School, we believe that reading is a fundamental life skill that can enhance a child's life forever. We place huge emphasis on the importance of reading and on making it a fun and enjoyable experience.

Both word recognition and language comprehension are necessary to achieve fluent reading, however, these cannot be taught alone. Therefore, a programme of systematic phonics in the Early Years and Key Stage One is our main approach to the teaching of reading. The scheme we use to deliver this is a synthetic phonic programme called Read, Write, Inc. Other reading strategies are used alongside this including the development of sight recognition of common high frequency words, also known as Red Words. Children are taught individually and through shared and guided reading sessions.

### The teaching of reading and phonics

- Phonics is taught systematically throughout the school as a reading method.
- From Reception to the end of Year 1, children are taught a daily phonics session predominantly using the Read, Write, Inc scheme.
- Children are assessed termly to ensure that they are correctly placed in differentiated groups and to check that progress has been made.
- At the end of Year 1, all children take a statutory Phonics Screening Check to assess whether children have met the national standard for phonics.
- Those children that have passed the Phonics Screening Check at the end of Year 1, move on to learn spelling patterns in words following the Liverpool Spelling Toolkit and continue their reading development through taught Guided Reading sessions, using phonics as one of their primary de-coding strategies.

Those children who did not meet the national standard in phonics at the end of Year 1, continue to receive daily phonics lessons following the Read Write Inc scheme in Year 2 and re-take the screening check at the end of Year 2.

- From Y3 to Y6 the Read Write Inc Phonics scheme and other strategies are used as part of a reading intervention programme.
- Those children making insufficient progress will be identified for additional Phonics and reading support.

### Reading Books

We believe it is vital that children read a variety of Fiction, Non-Fiction and poetry texts and we offer children a range of text types to experience at home and in school. We have invested in a new Oxford Reading Scheme that provides children with a range of stimulating, challenging and interesting texts.

- In the first term of school, Reception children are given an appropriately levelled reading book from the Bug Club scheme to read at home.
- Reception children may also be given a set of common high frequency words, also known as red words, to learn at home.
- In class children read Oxford Reading Tree books both individually and guided reading groups.
- As the children progress through the school, they continue to move through the stages of the reading scheme. Fiction books are interspersed with non-fiction and poetry texts to allow children to develop a knowledge of all genres.
- As children progress into Upper Key Stage Two, children move on to a Home Reading Review where they can choose their own text and complete a weekly summary of what they have read that includes their own opinions of the texts.

### Guided Reading

From Reception onwards, class teachers hear children read an unseen text. This allows teachers to assess children's reading ability using an unfamiliar text rather than one that the children may have memorised. Once children reach a certain standard of reading, they move from individual reading sessions with the teacher to reading in a guided group with a small number of children who are reading at the same level. Every child has a guided reading session once a week. During guided reading sessions, children are also given the opportunity to work on reading comprehension skills and a

chance to review and discuss books they have read. A uniform planning sheet is used throughout the school, to ensure guided reading sessions assess children's reading, develop their skills, evaluate their progress and move them forward.

Planning is monitored and a reading walk and lesson observations take place throughout the year. Guided reading books are book banded. This ensures that reading material is matched to the children's ability and progress can be made to the next level. Children who require additional support with their reading are also heard on an individual basis and may take part in reading intervention programmes during lunch times or before school.

### Comprehension

From Reception, through 'Book Talk', children are encouraged to use talk to explore their personal and collective responses as readers. Through this, children are developing their comprehension skills. As the children develop through the school, comprehension skills are taught and modelled by the teachers in whole class and guided group sessions.

### Including Parents

From when they start school, parents are encouraged to be involved in their children's reading journey. From Reception to Year 6 parents are invited to reading workshops, to outline how the school approaches the teaching of reading and give information on how parents can support their children's learning.

Parents are informed of their children's progress through reading diaries, at Parents' Evenings and in school reports. Class teachers will also use the weekly school newsletter to inform parents of particular texts that are being studied in class to allow parents to share and discuss these books with their children at home. Termly topic webs for each year group are also available on the school website to allow parents to see which text types will be being covered in school.

### Fostering an early love of reading

St Paschal Baylon School is committed to fostering a love of reading. Each class or year group has a designated reading area for the children to use. Children need to be exposed to a rich reading environment and signs for

the children to read around the school help to promote this. Children are encouraged to bring in books from home and listen to stories every day. The children participate in World Book Day each year. The children are encouraged to respond to texts at a deeper level through reading study books each year and exploring the work of significant authors. There are reading clubs for various year groups. Each week every class gives a 'Remarkable Reader' certificate to a child in the awards assembly.

### Opportunities for Reading

Children are offered many opportunities for reading in school:

- Taught reading
- Practise reading
- Reading for a purpose
- Using the class reading area
- Reading for pleasure
- Sharing books and book talk

They also experience reading in many different forms

- Home reading
- One to one reading
- Paired reading
- Focused reading
- Shared reading
- Guided reading

### Deployment of staff

The teaching of reading is delivered by both LSOs and teachers. All staff in school have received training in the teaching of phonics and reading.

March 2017 Reviewed July 2017