

# ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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## The Nature of Reading

### Rationale:

'The more that you read, the more things you will know. The more that you learn, the more places you will go.' Seuss

At St Luke's CE Primary School, we aim to promote a lifelong love of reading, encouraging children to become attentive listeners and independent, reflective readers.

It is not simply the decoding of black marks on the page but involves the ability to read a wide range of texts with understanding. Success in reading enables children to access all areas of the curriculum and is crucial to developing children's self-esteem, confidence and motivation.

The teaching and enjoyment of reading and of listening to stories is given high priority by all staff.

### Aims and Objectives:

- To encourage children to have a life-long love of books;
- To develop reading strategies and key skills in order to read with fluency, accuracy and understanding;
- To give children the ability to access all areas of the curriculum and in the wider world;
- To be able to have some insight into the past, the present, the future and to other worlds - both real and imagined.

### Curriculum Planning and Organisation:

In Reception, the teaching of reading is based around the EYFS Areas of Learning - 'Communication and Language' and 'Literacy'.

In Years 1 - 6, the teaching of reading is based on the National Curriculum Programmes of Study covering two areas:

Word Reading

Comprehension (listening to, reading and understanding texts)

All staff plan and teach activities which focus on developing pupils' competence in both.

**By the end of Key Stage 1, the majority of children should be able to:**

### **Word Reading**

- use their phonic knowledge to blend sounds in order to read words speedily and fluently;



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Headteacher Mr S Hardaker

- build up their recognition of 'tricky' words;
- read and re-read books aloud in order to develop fluency and confidence.

## Comprehension

- demonstrate their pleasure and motivation for reading;
- listen to, discuss and re-tell contemporary and classic poetry, stories and a range of non-fiction;
- enjoy and recite poems;
- make predictions as they read.

By the end of Lower Key Stage 2, the majority of children should be able to:

## Word Reading:

- confidently read texts at an age-appropriate level;
- apply their knowledge of root words, prefixes, suffixes and phonics to read accurately, focusing on meaning rather than on decoding;

## Comprehension:

- demonstrate a positive attitude to reading;
- listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books (including dictionaries to check for meaning);
- read for a range of purposes;
- show their understanding through: explanations, asking questions, 'reading between the lines', making predictions, identifying main ideas and recording information read;

By the end of Upper Key Stage 2, the majority of children should be able to:

## Word Reading:

- confidently apply their growing knowledge of word structures in order to read and understand the meaning of texts.

## Comprehension:

- maintain a positive attitude to reading;
- continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference;



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- recommend books;
- identify, discuss and compare books including those with recurring themes;
- prepare and perform plays and poems using intonation, tone and volume to engage an audience;
- show their understanding through: asking questions, 'reading between the lines', making predictions based on events, summarising main ideas, justifying views, presentations and debates;
- identify figurative language and its impact.

## Big Read:

Children in Years 1 to 6 complete one whole class Big Read session per week. This involves a RIC starter activity, involving differentiated reading skills using a range of texts, videos, photos and objects as a stimulus. The children are then encouraged to read differentiated texts which vary in era, culture and genre. They are asked to demonstrate their understanding by answering questions to develop their skills based on the National Curriculum Content Domains:

### KS1

- 1a draw on knowledge of vocabulary to understand texts
- 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- 1c identify and explain the sequence of events in texts
- 1d make inferences from the text
- 1e predict what might happen on the basis of what has been read so far

### KS2

- 2a give / explain the meaning of words in context
- 2b retrieve and record information / identify key details from fiction and non-fiction
- 2c summarise main ideas from more than one paragraph
- 2d make inferences from the text / explain and justify inferences with evidence from the text
- 2e predict what might happen from details stated and implied
- 2f identify / explain how information / narrative content is related and contributes to meaning as a whole
- 2g identify / explain how meaning is enhanced through choice of words and phrases



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2h make comparisons within the text

## Guided Reading:

Opportunities are given within the Big Read session for a group of approximately six children to share texts which are both age and level-appropriate. The sessions are planned with a specific teaching focus appropriate to the group and linked to the week's Big Read objective.

## Shared Reading:

Teachers use shared reading to demonstrate what good readers do. During shared reading, children are given opportunities to listen to texts which may be challenging to them individually. The children are able to ask and answer questions to deepen their understanding and enjoyment. Shared reading takes place to enhance all areas of the curriculum and as an opportunity for the whole class to enjoy books.

## Independent Reading:

Children have access to books in their classrooms and are given opportunities throughout the week to read quietly and independently.

## Reading at Home:

Children are assessed using PM Benchmark and are then given a reading book to take home which is book-banded according to the level of difficulty. The changing of books is flexible, depending on when the children have completed them and communication with parents is maintained through the use of a Reading Diary.

Children also visit the school library regularly when they are given the opportunity to take home a book of their choice. Children in Years 4-6 are encouraged to use the library borrowing system independently.

The library is open for children during lunchtimes and once per week before school for them to share reading with an adult.

Reading is not seen as just a 'school activity'. We actively encourage wider family involvement and strive to develop a strong partnership between home and school.





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Parents are invited into school to attend INSPIRE sessions in the summer term before starting in Reception as well as in the autumn term of the Reception year to learn about how reading is taught and how they can help at home.

Parents, Grandparents and School Governors are welcomed into school to assist with reading.

## Assessment and Monitoring:

Children are regularly assessed using PM Benchmark throughout the year - this informs staff of the appropriate Book Band level for each individual child.

The English Co-ordinator carries out a Leadership and Management Trail bi-annually to monitor standards in reading throughout the school.

Formal assessments (SATs/NFER/PIRA) are carried out during and at the end of the academic year. Each child is assessed using the Learning Ladder points system which is monitored by the Headteacher to ensure that each child is making progress throughout the year. These are discussed with the Headteacher and Deputy Headteacher at Pupil Progress Meetings in order to track and monitor the progress of individual children.

## Extra Support:

Programmes and interventions are used with groups and individuals when extra support is required.

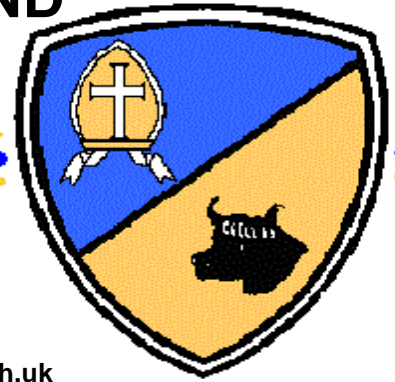
## Reading and Inclusion:

At St Luke's we provide equality of opportunity. Similarities and differences between people and cultures are explored sensitively. Equal treatment is given to boys and girls, and non-stereotypical behaviour / views are positively encouraged. All children will have equal opportunity to reach their full potential within the Foundation stage and Key Stage 1, regardless of their race, gender, cultural background, ability or any physical or sensory disability. Children with special needs are given extra support to allow them to access the full curriculum. We aim to overcome any barriers to learning, e.g. dyslexia, dyspraxia and dyscalculia, which can hinder children's learning, by following specific programmes to cater for their individual needs.

At our school we teach reading to all children, whatever their ability and individual needs. Reading forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our reading teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.



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When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style and differentiation - so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to reading.

Policy date: October 2017

Review date: October 2020

