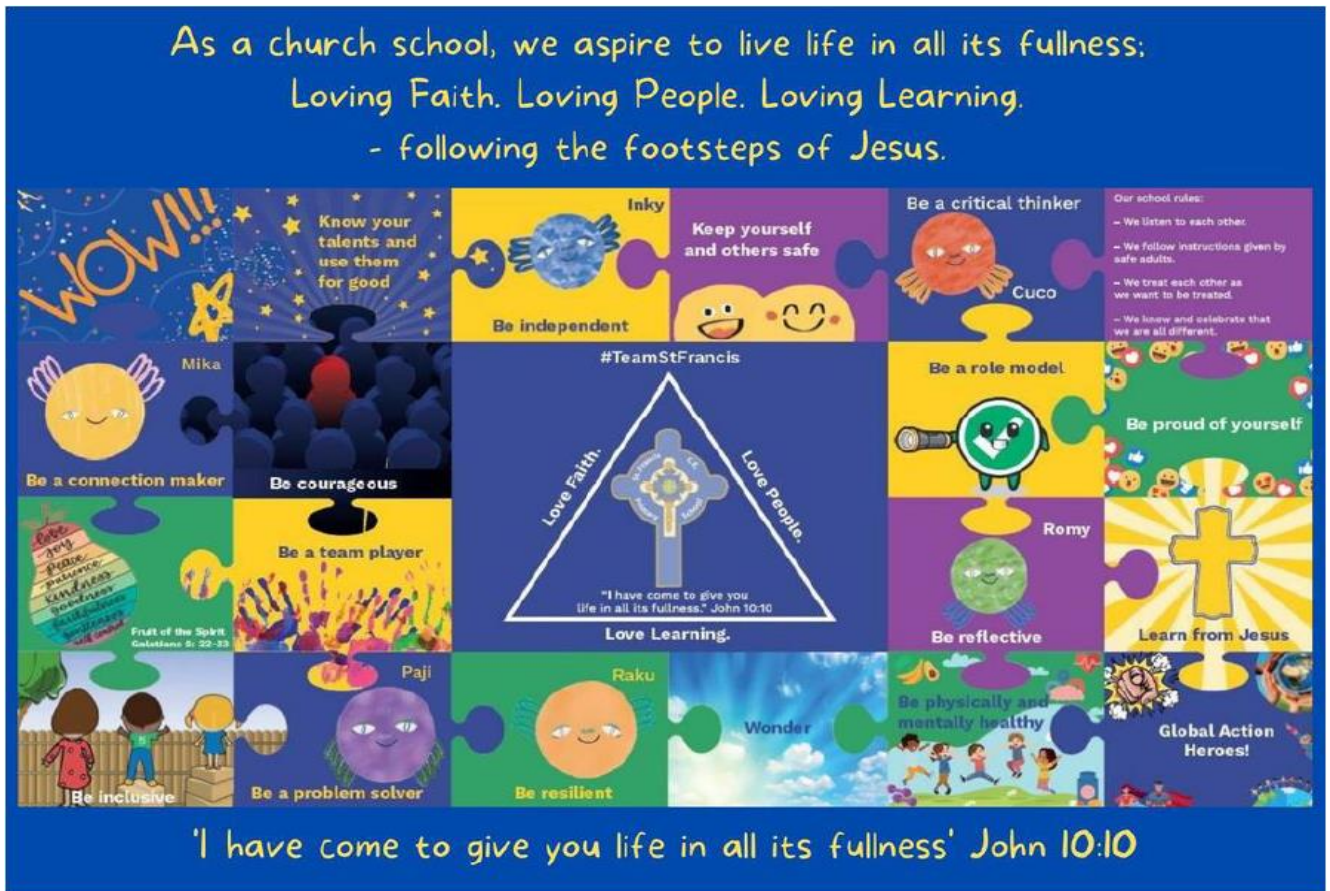




# St Francis Church of England Primary School



Our vision is at the core of everything we do. It underpins our teaching and learning, interactions and environment.

## Policy Title:

## Reading Policy

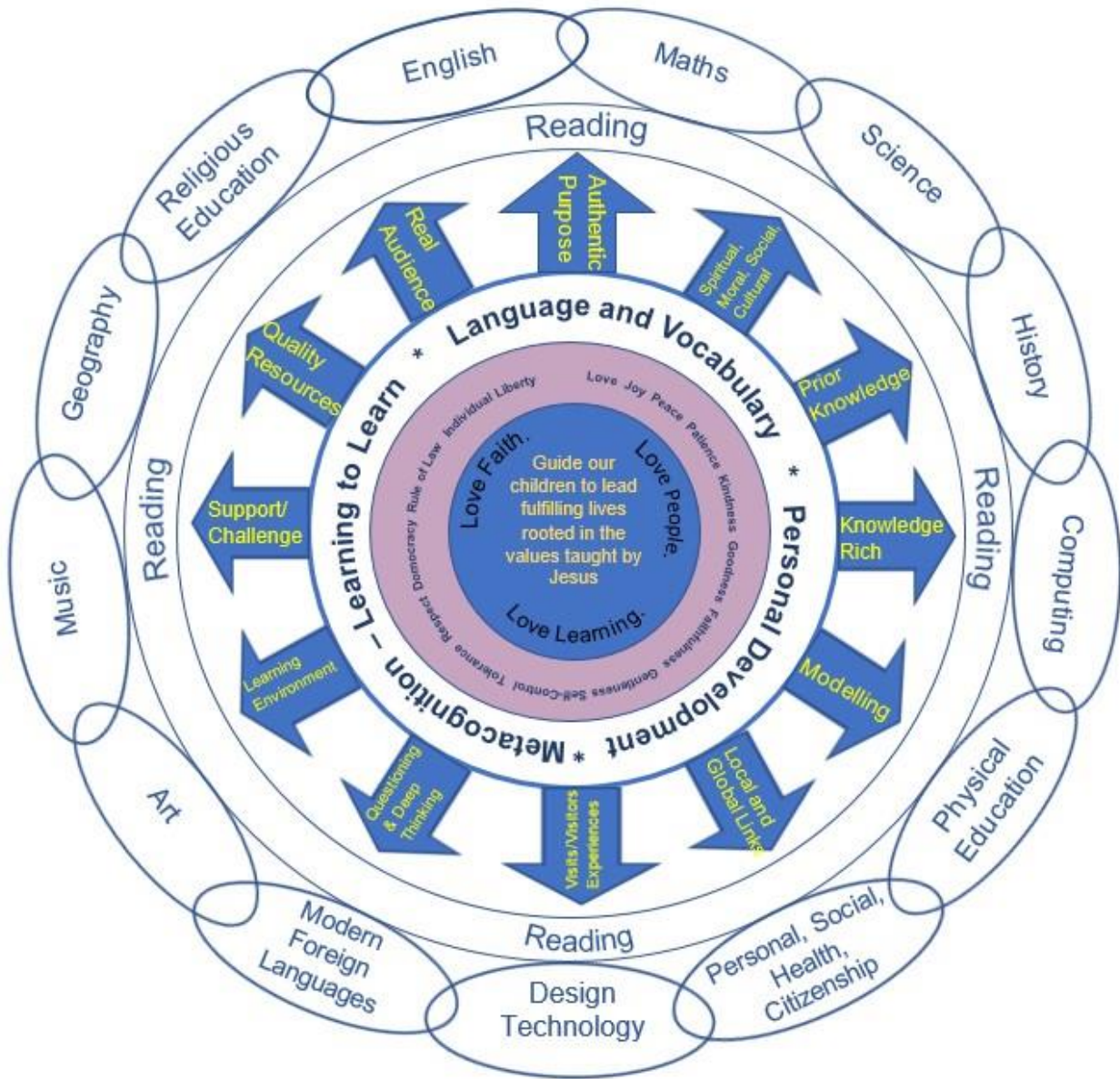
<b>Date of Policy:</b>	Spring Term 2021	<b>Review Cycle:</b>	Annually
<b>Policy Review Date:</b>	Spring Term 2022	<b>Updates:</b>	Updated role of teachers in line with changes to T+L policy, made link changes to new EYFS documentation, split planning and assessment, included teaching model, made links to T+L policy for planning and assessment, included Mode A:Mode B teaching.
<b>Policy Review Date:</b>	Spring Term 2023	<b>Updates:</b>	Changes to the Cherry Tree Library visits added.
<b>Policy Review Date:</b>		<b>Updates:</b>	
<b>Policy Review Date:</b>		<b>Updates:</b>	

Headteacher: *J. Kewley*

Chair of Governors: *N. Duffy*



## 1) MODEL OF CURRICULUM

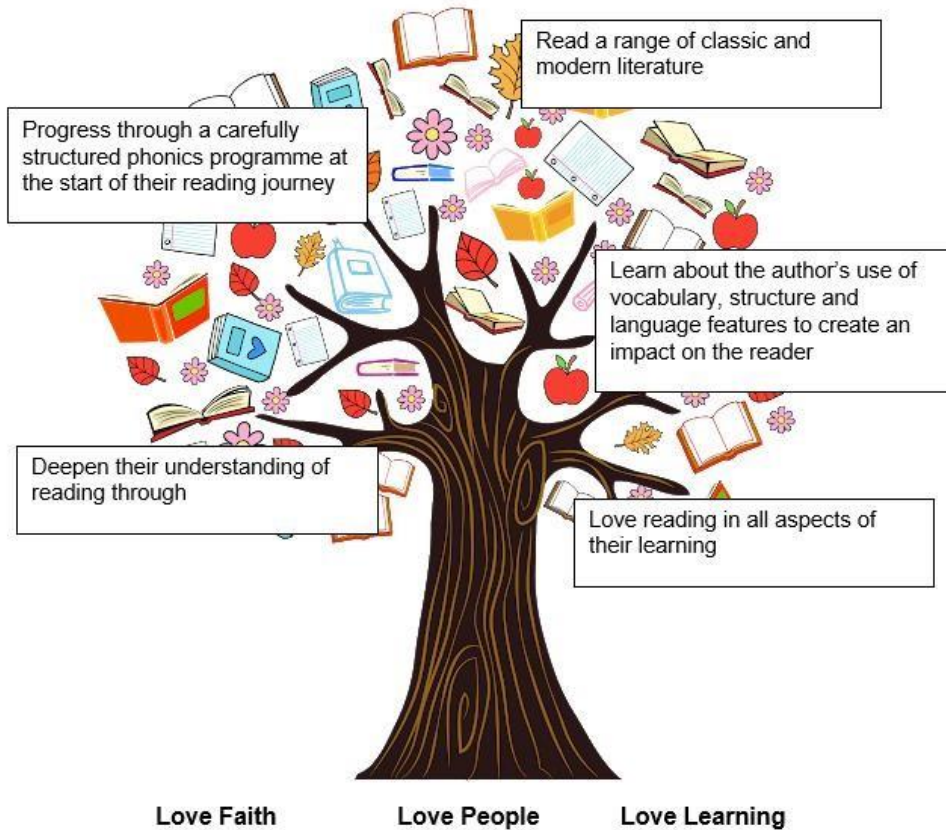


## 2) SUBJECT VISION

At St Francis CE Primary School, we believe that reading is at the centre of learning. Our children experience the joy of reading which inspires and empowers them in their journey towards a fulfilling life. Through a rich variety quality and well-matched texts: through drama and role-play, analysis and discussion; and within every subject area, a profound understanding of their world is nurtured, enabling them to be successful.



## Children at St Francis C of E Primary School...



### 3) LEGAL FRAMEWORK

This policy will have regard to the following statutory and non-statutory guidance within the primary national curriculum. Available at: [Primary National Curriculum](#)

### 4) ROLES AND RESPONSIBILITIES

#### 4.1 Role of Subject Leader

The Teaching and Learning Policy, page 3 – section 1.3 states:

*'Subject Leaders will:*

- *Develop and review curriculum policies and schemes of work in collaboration with colleagues.*
- *Ensure that all relevant required subject leadership paperwork is carried out, for example, subject action plan and leader reports.*
- *Take accountability for the progress of children in their given subject.*
- *Report on the effectiveness of the curriculum to the senior leadership team and the governing body.*
- *Provide professional advice to the governors' curriculum sub-committee.*
- *Ensure their Scheme of Work details the following: National Curriculum coverage, Objectives, Precise Knowledge, Vocabulary, Links to visits/visitors/experience, Map of prior learning, Links to SMSC, Christian values and mission statement.*
- *Keep up-to-date through reading and attending relevant courses*
- *Sharing subject knowledge and pedagogy amongst colleagues to distribute best practice across the school'*





## 4.2 Role of Class Teacher

The Teaching and Learning Policy, page 3-4 – section 1.4 states:

*Teachers will:*

- *Teach using the instructional and pupil culture routine to echo the learning science the teaching and learning is based upon.*
- *Have strong formative assessment within lessons that drives their instruction to ensure children's learning needs are met.*
- *Hold the mindset of 'No-opt Out'; ensure 100% compliance and utilise routines to ensure high engagement in learning from all children, irrespective of ability □ Utilise mixed ability or flexible groups to meet need.*
- *Be reflective practitioners.*
- *Take on board all training opportunities provided by changing and adapting teaching pedagogy.*
- *Accurately monitor and evaluate their teaching against the national teaching standards and their appraisal targets.*
- *Seek professional dialogue and constructive criticism from senior leaders, teaching colleagues or subject leaders.*
- *Review and evaluate their planning regularly to ensure it meets with subject consistencies laid out in subject policy and the staff handbook.*
- *Set appropriate and challenging targets for pupils based on ability.*
- *Collaborate with colleagues to moderate pupil achievement.*
- *Involve parents and other professionals in the learning process.*
- *Complete all relevant assessment data required through the assessment cycle.*
- *Promote a growth mindset for the children, utilising metacognitive research.*
- *Consider the welfare and safety of children and act within the safeguarding policy as we believe effective learners have to be safe learners.*
- *Provide a challenging and stimulating curriculum, designed to encourage all children to reach the highest standards of achievement*
- *Ensure that their lessons develop children's deeper thinking and use strategies to support the transference of knowledge to the long-term memory*
- *Be excellent role models, punctual, well prepared and organised.*
- *Have a positive attitude to change and the development of their own expertise.*
- *Ensure that their teaching promotes the love of learning through the use of a range of strategies, including visits, visitors and experiences.*
- *Manage behaviour consistently through the school's behaviour policy*

## 5) EYFS PROVISION

The teaching of this subject relates to the following areas of the EYFS framework:

ELG 8. Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG 9. Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG 7. Fine Motor Skills: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.



The EYFS statutory framework can be found at: [EYFS Statutory Framework](#)

The EYFS non-statutory Development Matters guidance can be found at: [Development Matters](#)

## 6) THE NATIONAL CURRICULUM

The teaching of the curriculum for the named subject links directly and ensures appropriate coverage of the Primary National Curriculum.

The Primary National Curriculum can be found at: [Primary National Curriculum](#)

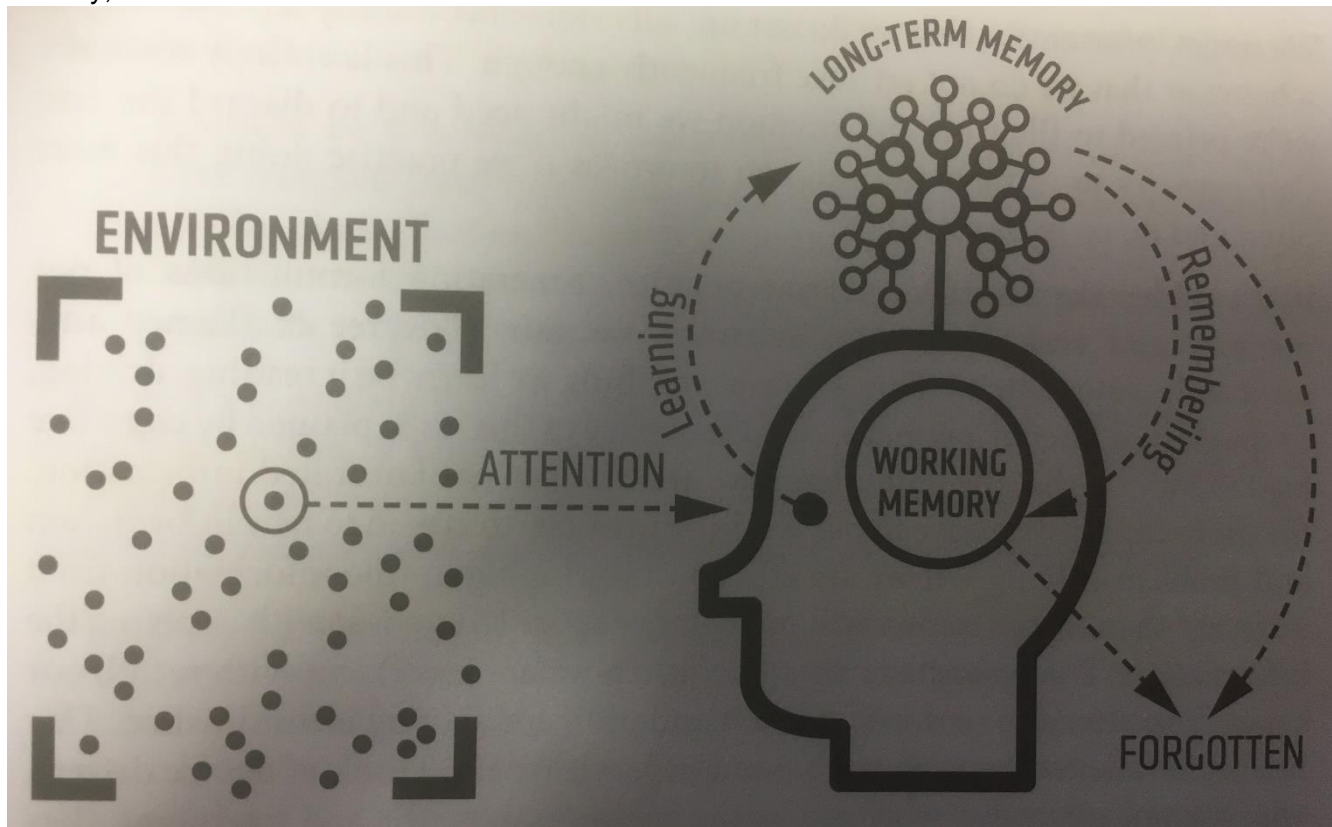
## 7) OUR TEACHING MODEL

Our teaching and learning is based upon research around how learning works. This is the foundation as to how we teach at St. Francis CEP School.

*Tom Sherrington – Rosenshine’s Principles in Action*

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A simple model for how memory works is based on the concept of building schemata in our long-term memory, as follows:



See section 4 of our Teaching and Learning Policy for more information as to how we teach to support this model. Our Teaching and Learning Policy can be found [here](#).

### The Teaching of Reading:

EYFS and KS1 follow the Little Wandle Letters and Sounds Systematic Synthetic Phonics model for teaching graphemes and phonemes correspondence, oral blending and automatic reading. KS2 children who have not yet successfully progressed through the Little Wandle Letters and Sounds programme will continue with this through interventions. All staff who deliver phonics sessions are fully trained with the use of Little Wandle, and this is monitored as part of a termly Early Reading audit process. Please see the Phonics policy for more information.



KS2 children have daily reading lessons (sometimes known as Guided Reading) using real books, following a VIPERS structure. This means that each day, as well as daily reading from the book, the children will be required to complete comprehension questions based on VOCABULARY, INFERENCE, PREDICTION, EXPLANATIONS, RETRIEVAL AND SUMMARISING/SEQUENCING.

Each class also listens to an adult reading from their class novel – timetabled for the end of the working day in order to create a pleasant and calm ending to their day in school.

There is a reading spine for the books used in reading lessons as well as for class novels, to ensure a rich, diverse diet of literature is experienced by all children.

Please see Appendix A for the Diversity/Equality in Reading Materials document.

Texts used in our Talk for Writing programme are also selected carefully, to contribute to the richness and diversity of our reading spine.

## **Reading for Pleasure**

Staff at St. Francis understand the emotional and mental health benefits gained from reading as well as the academic gains made by children who are able to read widely and confidently. In our drive to promote reading for pleasure the following strategies are implemented across school:

- Daily independent reading times take place within each class – often straight after lunch;
- Weekly 'reading for pleasure' timeslots are identified on all teachers' weekly timetables where children can choose a book from their class library or the research hub to share with a friend or on their own;
- As well as taking home a reading book matched to their own reading level, children are encouraged to take home a book from their class library;
- Visits to our local library are scheduled throughout the year for each class;
- Class reading areas are expected to be attractive and welcoming;
- Staff are encouraged to share their own favourite books from home with their children in order to foster a love of reading;
- Staff are encouraged to be seen reading at the same time as their class read;
- Y6 Librarians read with younger children at lunchtimes;
- Y6 Librarians tidy book areas and displays and suggest books to be bought;
- Lunchtime book clubs take place with different classes;
- National events such as National Storytelling Week and World Book Day are part of the timetabled school year, with meaningful activities planned;
- Books are always part of any other 'events' weeks – such as Children's Mental Health Week.

## **Home reading books**

Children in EYFS and KS1 take home the relevant book based on their Little Wandle Letters and Sounds phase level. This home reading book will always be 6 weeks lower than the level at which they are working in school, so that the child is able to consolidate, practise and gain confidence and fluency with their reading at home.

Children in KS1 who have progressed through the phonics phases take home a relevant book following the Collins Big Cat books programme which relates to their reading level as assessed in school.

All children have the opportunity to take home a second book for sharing with an adult or for reading for pleasure themselves, which they choose during weekly Reading for Pleasure time.



## 8) PLANNING

Planning of the subject has been completed to ensure progression in knowledge as the children move through the school. The Long-term plan for this subject area can be found on our curriculum section of our website: [Curriculum Section of Website](#)

The detail of content, including precise knowledge has been set for each year group as outlined in the Long-Term Plan. It is the role of the class teacher to place this into short-term planning to cover in their classes.

The teaching and learning policy demands that teachers plan the outlined content taking consideration of the following:

- Cognitive load
- Learning organisation
- Learning progression
- Learning steps
- Sequential – retrieval practice
- Mode A:Mode B Teaching

The Teaching and Learning Policy, section 5.8 (page 11), defines Mode A:Mode B teaching as:

*During the planning process, the teacher will identify which type of teaching is required.*

*Mode A:*

*Every teacher needs to be able to deliver high-quality instructional teaching. This is Mode A. Explaining, Modelling, Questioning, Checking for Understanding, Guiding Practice. This is identifying when content requires explicit instruction.*

*Mode B:*

*Mode B teaching usually involves content that would benefit from a child-led, curious and inquisitive approach, for example, a science experiment. "I have put some resources on your table, explore and come up with some statements and/or questions to share"*

*Teachers will use instructional routines throughout Mode B teaching.*

*Unlike Mode A teaching, which will be a daily default, Mode B elements can be woven into the curriculum at varying frequencies. Some elements might be daily, some weekly or monthly, some might happen once per unit of learning or just once a year. Mode B elements offer a depth and richness that supplements the staple diet of Mode A. There are no hard and fast rules and whole lessons could easily be devoted entirely to one mode or the other.*

Section five of the teaching and learning policy sets out the processes of planning in our school.

There is an expected planning format to be used by all teachers when planning for the KS2 reading lessons. Little Wandle phonics sessions and reading practice sessions follow those within the Little Wandle programme.

Our Teaching and Learning Policy can be found [here](#).

## 9) ASSESSMENT

Assessment in reading is mainly formative. Teachers will assess within lessons and outside of lesson to provide feedback in order for children to improve their work through the unit. At the end of a unit, teachers will monitor the impact of the content taught within the unit. At the end of a term, based on the work produced at the end of each unit, teachers will assess whether children are at Below, Expected or at Greater Depth Secure using the Kent Statements.



For EYFS and KS1 children who are still working on phonics phases, assessments are completed every 6 weeks, in accordance with the Little Wandle programme. Data from these assessments is used to ensure that the appropriate reading group, matched reading book and any keep-up group interventions needed, are planned for. These are tracked on our data system.

Three weekly assessments are carried out for any child receiving an individual catch up session, to ensure that their intervention is as timely and swift as possible before they continue on the next steps.

For children who have progressed beyond Little Wandle phonics, their assessments are based on the BookBand levels using Big Cat Collins.

Section six of the teaching and learning policy sets out the processes of assessment in our school.

Our Teaching and Learning Policy can be found [here](#).

## **10) SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) DEVELOPMENT**

Definition of SMSC: Spiritual

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Opportunities for SMSC throughout the curriculum offer is extremely important. Please see curriculum map to view the intentional and purposeful planning of SMSC learning.

## **11) MONITORING**

Reading assessments for those children learning to decode (Early Reading) is completed half termly. All staff responsible for children's reading should be continually monitoring children's reading skills for decoding and encoding.

## **12) SPECIAL EDUCATION NEEDS AND/OR DISABILITY**

See our Special Educational Needs and/or Disability policy [here](#).

## **13) HEALTH AND SAFETY CONSIDERATIONS**

Use of pen and pencils:

Sharp pencils need to be used with care

Lead piercing skin may lead to an allergic reaction

Ink from a leaking pen must be washed off immediately. Staff to monitor any adverse reaction.





See our Health and Safety policy [here](#).

**14) RESOURCES, INCLUDING SUITABLE TEXTS**

See curriculum map with the above included. ([Curriculum Section of Website](#))

**15) COMMUNITY LINKS – LOCAL AND GLOBAL**

See curriculum map with the above included. ([Curriculum Section of Website](#))

**16) VISITS, VISITORS AND EXPERIENCES**

See curriculum map with the above included. ([Curriculum Section of Website](#))