

# Promoting, Valuing and Celebrating Reading

## Achievements in a Christian Setting.

*'I am the Good Shepherd; I know my sheep and my sheep know me.'* John 10:14

*'The more that you read, the more things you will know.'*

*'The more that you learn, the more places you'll go.'* Dr Seuss

*'Reading is to the mind what exercise is to the body.'* Joseph Addison

*'Once you learn to read you will be forever free'* Frederick Douglass

## St Paul's Church of England Junior School Reading Policy Statement

Our aim is to provide excellent learning opportunities to enable our pupils to become confident users of language, both oral and written, with opportunities across the entire curriculum to consolidate and reinforce taught literacy skills.

We plan using the National Curriculum programme of study and use these to guide our planning to provide a rich, exciting and creative Reading curriculum which is relevant to all of our pupils and prepares them for the opportunities, responsibilities and experiences of later life.

We aim to provide clear and consistent teaching throughout the school. To help achieve this, medium and short term planning is completed in year groups and overseen by the Reading Leader, often using rich texts as drivers, to ensure excellent progression is made and the current needs of each cohort is met.

### **Rationale:**

Gaining and using skills in language not only affects a child's progress in school but also has a profound influence upon the course of his or her whole life. The National Curriculum (2014) maintains that teaching English language is a vital, if not the most essential role of a primary school.

At St Paul's, we acknowledge that without effective communication, achievement is hampered. We have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant throughout school life and beyond. It is part of the 'essential knowledge' (National Curriculum p.6) that is needed in society:

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching: for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (National Curriculum p. 10)

### ***Vision Statement for English***

***Our aim is to provide excellent opportunities for our pupils to acquire valuable skills in reading which they can apply across the curriculum and in every aspect of their future in education and work.***

We also aim to:

- ✓ Ensure that all pupils have a sound understanding of phonics which allows them to read and write with confidence.
- ✓ Enable pupils to apply reading, writing and communication skills to real life purposes and audiences. Pupils are encouraged to, confidently and independently (after coaching and guiding), adapt their language choices

(in oral and written form) for specific purposes. They are encouraged to use word banks, thesaurus and working walls to help achieve this through self and peer editing.

- ✓ Instil in children a passion for reading for pleasure, through an exciting, creative and relevant curriculum which is tailored to meet their needs, ensuring excellent progress is made.
- ✓ Develop our children's love of language encouraging an enjoyment of reading and understanding a range of text types, media and genre, hearing: rhyme, alliteration, rhythm and metre as well as exploring and developing a rich and varied vocabulary.
- ✓ Offer children opportunities to explore creative, complex, multi-layered ideas in challenging texts, through metaphor, simile and other figurative and linguistic devices.
- ✓ Give pupils a greater sense of empathy with others and self awareness, through drama and a wide range of inspiring texts including film and media texts.

### **Vision Statement for Reading**

- ✓ To have the highest aspirations for all of our pupils, including those with SEN in literacy. We monitor all new pupils upon entry to the school and will address children's needs with appropriate support programmes in line with the SEN Policy. We shall ensure that pupils and their parents are kept informed of individual progress.

### **Reading Policy Statement**

We aim to develop our children's ability to produce well-structured, detailed, technically accurate reading in which meaning is made clear and which engages the listener or themselves.

#### **In the teaching of Reading, our principal aims are:**

- ✓ For pupils to develop an understanding that reading should be both purposeful and pleasurable. As well as modelling reading strategies during shared reading sessions, teachers will model a love of reading and an appreciation of literature to pupils, sharing excellent examples of inspirational texts. Opportunities to explore and discuss texts in detail will be provided.
- ✓ To ensure that all pupils have a sound understanding of phonics which allows pupils to read (and write) with confidence.
- ✓ To ensure that reading is experienced as part of a linguistic process, which closely incorporates listening, speaking and writing in all areas of the curriculum.
- ✓ To teach a range of decoding skills and strategies which will give pupils confidence as they tackle texts of increasing complexity.
- ✓ To enable pupils to become increasingly independent in selecting reading material appropriate to their current ability.
- ✓ To fully involve parents in the reading process; providing support for parents when reading at home with their child.
- ✓ To provide pupils with relevant and inspirational models of good literature to listen to, read and study, including the use of visual, oral and ICT texts (particularly film).
- ✓ To provide pupils with a range of non-fiction texts, including books, magazines and access to information on the Internet and provide the skills to access them successfully.
- ✓ To ensure, as pupils progress, they understand texts and an author's choice of language on a deeper level, inferring meaning across texts and applying their knowledge of the world around them and their own experiences to the text.
- ✓ To provide tailored support for children with special needs in reading, understanding that the acquisition of reading skills is paramount in ensuring that they have access to the whole curriculum.
- ✓ Activities within school including World Book Day, Reading Café and visiting authors will also promote the pleasure and knowledge that can be gained from books.
- ✓

### **St Paul's CofE VC Junior School Speaking and Listening Policy Statement**

#### **In the teaching of Speaking and Listening, our principal aims are:**

- ✓ To encourage a passion for reading and provide stimulating, age appropriate texts in Guided Reading lessons, class book corners and in our school library.
- ✓ To enable pupils, through the acquisition of excellent speaking and listening skills, to organise and communicate their ideas in ways which enhance learning across the whole curriculum. Opportunities to develop these skills include: talk partners, group discussion, storytelling, roleplay, drama, class assemblies, school productions, prefects, Colour Team Captains and School Council Representatives.
- ✓ To model and teach the skills that enable pupils to listen in a thoughtful and thorough manner to their peers and adults and to respond appropriately.
- ✓ To enable pupils to become increasingly confident and effective in the skills of oral communication, by speaking clearly and coherently in a specifically organised way for a range of purposes. For example, reading aloud, sharing opinions, drama and debate.
- ✓ To ensure pupils understand how to engage the interest of a range of audiences and be able to choose and vary use of vocabulary and language according to purpose and context as well as using a voice appropriate to the situation.
- ✓ To ensure pupils have a clear understanding of the difference between written and spoken language and know when it is appropriate to use Standard English in spoken form.
- ✓ To encourage pupils to use the skills of discussion and debate, learning how to respond appropriately by questioning or by voicing disagreements courteously.
- ✓ We will provide opportunities for children to:
  - - Justify ideas with reasons
  - - Ask questions to check understanding
  - - Develop vocabulary and build knowledge
  - - Negotiate
  - - Evaluate and build on the ideas of others
  - - Select the appropriate register for effective communication
  - - Give well-structured descriptions and explanations
  - - Speculate, hypothesis and explore ideas

### **Equal Opportunity**

We are committed to providing a teaching environment conducive to learning. Where each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

### **Our Resources**

*At St Paul's CofE VC Junior School, we have:*

- ✓ a well-maintained library in the centre of the school
- ✓ well-maintained reading corners in each classroom
- ✓ A selection of books in communal areas around the school
- ✓ a wide selection of general resources relevant to many topics
- ✓ books for staff to provide support in the delivery of reading
- ✓ reading cubes to be used in comprehension work
- ✓ pupil reading records (lower school)

### **Our Writing Leader**

*The member of staff responsible for the management and development of Reading throughout the school is Greg Byrne. He will:*

- ✓ seek to enthuse pupils and staff about reading and promote high standards of achievement and high quality provision
- ✓ advise and support staff in the planning, delivery and assessment of reading
- ✓ manage and develop all resources for reading
- ✓ monitor and evaluate reading throughout the school
- ✓ keep up to date with current developments by attending courses, liaising with colleagues from other schools, and use this as a basis for staff development activities
- ✓ provide opportunities for our gifted and talented pupils to participate in appropriate activities – Greg runs the librarians within the school and organises the millionaire club
- ✓ continue to promote and raise the profile of reading throughout the school

## **Assessment of English at St Paul's**

Teachers use formative and summative assessments to measure progress against the key performance indicators in the National Curriculum, and to help plan for future lessons. These inform data inputted onto internal trackers which are used to plan next steps and inform cohort action plans. Children in years 3-5 undertake NFER reading assessment tests in the Autumn and Spring terms. National testing (SATs) are undertaken by children at the end of Key Stage 2.

Regular reading moderation is carried out within and across Year groups as well as across cluster schools.

## **Evaluation and Monitoring**

Monitoring the standards of the children's work and the quality of the teaching in English is the responsibility of the English Leader. The work of the English Leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The English Leader meets regularly with the Head Teacher, Assistant Head Teacher (also SENCO) and the link governor responsible for English. An annual summary report is given to governors in which the strengths and weaknesses in the subject are evaluated.

## **Parental Involvement:**

***At St Paul's CofE VC Junior School, we will encourage parental involvement by:***

- ✓ encouraging parents to attend the meet the teacher evenings
- ✓ providing Knowledge Organisers for parents
- ✓ parent and carers will also be expected to assist their children with any reading homework
- ✓ suitable reading record to support child in their reading
- ✓ Book weeks and celebrating reading in celebration worship

## **Our Success Criteria**

***We expect 90% of our children to attain standards in line with or above those stated in the National Curriculum age related expectations***