



Mission Statement
 'A Caring Christian Family Where We Grow Together'

READING PROCEDURE

Effective Date: 1st April 2017

Review Date: September 2026 Biennial

Review Date	Signed Head Teacher	Signed Director RCSAT
01/09/2019	<i>J. L. J. J. J.</i>	<i>P. B. B.</i>
25/11/2020	<i>J. M. Badger</i>	<i>P. B. B.</i>
30/09/2022	<i>J. M. Badger</i>	<i>P. B. B.</i>
30/09/2024	<i>J. M. Badger</i>	<i>P. B. B.</i>

Persons Responsible for Protocol:	Executive Headteacher
Approval Date	01/04/2017
Signed:	Director RCSAT
Signed:	Executive Headteacher RCSAT



1. Rationale

- 1.1. RCSAT's overarching aim is to promote high standards of literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.
- 1.2. As a Rights Respecting Schools, RCSAT upholds the articles from the United Nations Convention on the Rights of the Child. These articles underpin the Reading Procedure:
 - 1.2.1. Article 29 (goals of education) Education must develop every pupil's personality, talents and abilities to the full. It must encourage the pupil's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
 - 1.2.2. Article 3 (best interests of the pupil) The best interests of the pupil must be a top priority in all things that affect pupils.

2. Aims and Objectives

- 2.1. To promote high standards of literacy, RCSAT aims to ensure that all pupils:
 - 2.1.1. read easily, fluently and with good understanding,
 - 2.1.2. develop the habit of reading widely and often, for both pleasure and information,
 - 2.1.3. acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language,
 - 2.1.4. appreciate the UK's rich and varied literary heritage,
 - 2.1.5. write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences modelled in their reading,
 - 2.1.6. use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas, supported with evidence from the text,
 - 2.1.7. become competent in the skills of speaking and listening, asking and responding to questions and participating in discussions, demonstrating understanding of what they have read.
- 2.2. Reading feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. By the end of their primary education, all pupils at RCSAT Schools are expected to be able to read fluently, and with confidence, in any subject.

3. Implementation

- 3.1. Reading at RCSAT schools shall take place throughout the curriculum where pupils are encouraged to apply the skills they have been taught in focused reading lessons.
 - 3.1.1. Teaching in reading sessions across the school shall focus on developing pupils' competence in both word reading and comprehension as outlined in the National Curriculum Programmes of Study for Reading.
 - 3.1.2. Reading is taught through Pathways to Read Scheme of work.
 - 3.1.3. Skilled word reading shall involve both the speedy decoding of unfamiliar printed words and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words.
 - 3.1.4. For that reason, at RCSAT, phonics shall be emphasised in the early teaching of reading to secure independent decoding and the Read, Write Inc programme shall be used to achieve this.
 - 3.1.5. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world.
 - 3.1.6. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of engaging stories, poems and non-fiction.
 - 3.1.7. Each classroom shall have stimulating and inviting book corners, where pupils are expected to explore and organise their books.

4. Focus on Learning Stages

4.1. EYFS

- 4.1.1. Reading shall be an important feature inside and outside the classroom.

- 4.1.2.** Pupils in Reception shall take part in daily Phonics lessons to help improve word reading skills and strategies to engage with texts.
- 4.1.3.** The Read Write Inc approach and phonetic reading scheme books and rhymes shall be used, so that pupils practise and develop the ability to segment and blend phoneme/grapheme sounds independently.
- 4.1.4.** Pupils will be grouped according to ability for the teaching of RWINc
- 4.1.5.** There shall be a range of ways in which reading is promoted:
- 4.1.5.1.** Book corners that are stimulating and accessible, owned and loved by pupils, indoors and outdoors,
 - 4.1.5.2.** Using core books to plan for pupils' interests and class themes,
 - 4.1.5.3.** Pupils RWINc levels will be used to assign books. Once pupils have completed RWINc they will then have book banded text.
 - 4.1.5.4.** Pupils can choose 2 new books every week, as well as taking a story book home. Reading records communicate reading progress between home and school, and include teachers' and parents' feedback,
 - 4.1.5.5.** Having enthusiastic staff who share their excitement of books with children,
 - 4.1.5.6.** Having a range of quality books available in all areas of the classroom,
 - 4.1.5.7.** Having opportunities for independent writing in all areas of the classroom,
 - 4.1.5.8.** Using story props, story sacks, role play areas and displays to enhance core books,
 - 4.1.5.9.** Having well planned, shared reading sessions that all practitioners are confident to take part in,
 - 4.1.5.10.** Opportunities for pupils to learn from clearly modelled 'reading behaviours', for example, the recognition that print conveys meaning, the left to right directionality of English text, the purpose of punctuation,
 - 4.1.5.11.** Involving parents in understanding the importance of early literacy through parents' workshops, newsletters, home shared reading and reading books, etc.,
 - 4.1.5.12.** Listening to and joining in a variety of genres, for example, non-fiction, poems, taped stories, rhymes, etc.,
 - 4.1.5.13.** Opportunities to retell and to act out stories using props and story maps.

4.2. Key Stage 1

- 4.2.1.** Pupils in KS1 shall have reading at the heart of their English lessons to develop happy, healthy and curious learners who read confidently and independently.
- 4.2.2.** Pupils in Year 1 shall also take part in daily Phonics lessons to help improve word reading skills and strategies to engage with texts along with Read Write Inc, these are ability grouped.
- 4.2.3.** Year 2 shall have reading lessons and/or phonics lessons. These will use either the Read Write Inc. programme or Pathways to Read, depending on the child's ability
- 4.2.4.** Reading groups in KS1 will be regularly assessed and children moved accordingly.
- 4.2.5.** "Book bands" shall be used to ensure books are the right level of challenge for pupils to make good progress, once they have completed the RWINc program.

4.3. Key Stage 2

- 4.4.** Pupils in Years 3 to 6 shall take part in Guided Reading sessions three times a week using Pathways to Read.
- 4.4.1.** One whole class session will be taught by the Teacher, followed by two focus group sessions where pupils work with the Teacher or members of support staff in an ability-based small group.
 - 4.4.2.** Each session follows the Pathways to Read scheme and focuses on developing a key reading skill in order to facilitate reading progress

4.5. Home Reading

- 4.5.1.** Schools in RCSAT shall work in partnership with parents, so that pupils develop a love of books and reading. Daily reading at home and at school ensures pupils make good progress in developing reading skills, whatever their age.
- 4.5.2.** Encouraging children to read widely, in and out of school, across both fiction and non-fiction, helps to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading and to gain knowledge across the curriculum.
- 4.5.3.** Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech.
- 4.5.4.** Reading records shall communicate reading progress between home and school and shall include teachers' and parents' feedback.

5. Assessment

- 5.1.** Assessment for learning shall be ongoing.
- 5.2.** Staff shall assess attainment in Reading every half term to update SIMS, using evaluations made on their planning and guided reading sessions, written assessments of comprehension and independent learning the pupils have produced – either written or verbal.
- 5.3.** Phonics progress shall be assessed half termly.

