



Margaret Roper Catholic Primary School

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Reading Policy

Introduction

The Rose Report (2006) makes it clear that 'high-quality phonic work' should be taught systematically and discretely as the prime approach used in the teaching of early reading. The report also makes it clear that there are two dimensions to reading – 'word recognition' and 'language comprehension'. High quality phonic teaching secures the crucial skills of word recognition that allow children to become, over time, fluent and confident readers. Once children have reached a level of fluency in which decoding/reading is automatic, they can then focus on the meaning of the text, or language comprehension.

Aims

- To ensure a consistent whole school approach to the teaching of reading.
- To ensure continuity and progression in the teaching of phonics and early reading, and language comprehension.
- For all children to have a range of strategies to decode unknown text.
- For all children to have regular opportunities to read a wide variety of fiction (including poetry and plays) and non-fiction texts.
- For all children to read confidently, fluently, and with understanding.
- For all children to enjoy reading.

Curriculum organisation

At Margaret Roper we use Read, Write, Inc ('RWI') as the basis for high quality phonic teaching. In RWI, pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills;
- Read common exception words on sight;
- Understand what they read;
- Read aloud with fluency and expression;
- Spell quickly and easily by segmenting the sounds in words;
- Use correct letter formation and acquire good handwriting.

Overview of RWI organisation

All children who are at an early stage of reading are taught through the RWI programme, regardless of which year group they are in. RWI groups are arranged vertically throughout the school (mixed age groups). RWI lessons take place daily.

Assessment takes place every half term, and upon entry to the school for new arrivals. Assessments for individuals may take place outside of the half-termly schedule as needed, to ensure that all children make good progress through the programme.

Children who require additional support (the 20% of pupils with lowest reading attainment in each class) receive 'Fast Track' tutoring every day, to enable them to catch up and keep up.

RWI lessons

All children on the programme have daily RWI lessons. These lessons include: phonics, reading, spelling, writing and handwriting.

When they have learned a sufficient number of sounds, children have a RWI banded book to read at home and in school, either on a daily, 3-day or 5-day cycle. This is supplemented by a 'RWI Book Bag Book' which contains the same sounds taught in school but is unseen by the child, providing an opportunity to apply their phonic knowledge in a different context.

In EYFS (Reception), the children have opportunities to refine, practise and apply their phonic skills outside of the discrete teaching sessions in a range of contexts and as part of the continuous provision.

Teaching reading after RWI

Once children have progressed through the RWI programme, reading will be taught in a number of ways, with a particular focus on developing verbal and written comprehension skills, alongside an enjoyment of reading.

Children will start to have whole class reading lessons during Year 2, in which books, or extracts of books, are read to the whole class by the teacher. Questions and points for discussion follow the reading, using the VIPERS model to address key reading skills (vocabulary, infer, predict, explain, retrieve, sequence or summarise). Children record their responses in a Reading Journal book.

For children who have completed the RWI programme, English lessons are delivered in class groups, and based on a quality text linked to the wider curriculum where possible.

Children are encouraged to read the texts as a class and individually, and also to have the texts read to them by an adult.

Children begin to further develop comprehension skills through:

- a range of activities linked to the class text;
- discrete activities focusing on vocabulary and language comprehension;
- discrete written comprehension exercises.

The English curriculum includes whole class reading lessons several times a week, in which books, or extracts of books, are read to the whole class by the teacher. Questions and points for discussion follow the reading, using the VIPERS model to address key reading skills (vocabulary, infer, predict, explain, retrieve, sequence or summarise). Children record their responses in a Reading Journal book.

Modelling ways to answer different types of questions provides support for children to engage with other written comprehension activities, including standardised tests.

Reading for pleasure

In school, all children will be read to by an adult regularly and frequently, who models good prosody, to develop a culture of reading for pleasure within each class reading community.

Class story books are selected in a number of ways, appropriate to the age of the children, e.g. through pupil voice/class votes; books chosen which link to wider curriculum themes to provide context and vocabulary immersion for topics studied; books which develop the cultural capital of the class.

Children are given time during the school week to read and enjoy books they have self-selected, either individually or with reading buddies. Book talk among pupils, and between teachers and pupils, form part of daily classroom life.

All children are encouraged to choose a 'reading for pleasure' book from their class library or the school library, with the expectation that for children who are early readers, these books will be read to them by a parent/carer at home, to foster a love of reading.

Reading areas throughout the school, including the playground, are accessible to pupils who wish to spend time enjoying reading, either alone or with friends. The school library is open several times a week for children to borrow books or to have a place to read during lunchtimes or after school.

Assessment

Children will be assessed in reading at the end of Reception, Year 2 and Year 6 in line with the national requirements for statutory assessment and reporting. At the end of Year 1 children will undertake the Phonics Screening Check (PSC), and children who do meet the required standard for the PSC in Year 1 will sit the PSC at the end of Year 2.

Internal termly assessments (NFER) are undertaken in each year group from Y1 (Spring term onwards) to Y6 to enable teachers to effectively target their provision to meet the needs of the pupils.

As part of the RWI programme, assessment takes place every half term, and upon entry to the school for new arrivals. Assessments for individuals may take place outside of the half-termly schedule as needed, to ensure that all children make good progress through the programme.

In all classes, teachers identify and track the lowest 20% of pupils (in reading attainment) and provide additional support for these individuals, either through the RWI 'Fast Track' intervention or through other interventions as appropriate.

Parents are informed of their children's progress and attainment in Reading through Parents' Evenings and written reports at the end of the academic year.

Monitoring

The English Leader, RWI Reading Leader, and Senior Leadership Team are responsible for monitoring reading throughout the school, through climate walks, work scrutiny, pupil progress meetings, analysis of data, and discussions with pupils.

They provide support for teachers and teaching staff through identifying training needs and providing appropriate CPD and support as needed.

Reading Records

All children on the RWI programme are issued with a Reading Record book at the start of the academic year. This enables a frequent dialogue between home and school to support children who are at an early stage of reading.

Classrooms

All classrooms should have a reading area that is easily accessible to the children. It should have a range of fiction and non-fiction texts, and be accessible to readers of differing abilities (including children who are reading below and above age related expectations). Children should also have access to newspapers/magazines as part of the reading area as appropriate.

Classrooms should be a 'print-rich' environment, displaying:

- Graphemes, words and images linked to the RWI daily phonics sessions
- Common exception words
- Weekly spellings
- Vocabulary linked to the class text and other curriculum areas (science, topic, RE etc)
- Children's own writing

Library

Children are encouraged to use the school library as much as possible. The library is open to pupils several times during the week, including lunch times and after school. Classes are encouraged to use the library for reading lessons, story times and other reading-related activities.

Links with local libraries such as Purley Library are well established and children are encouraged to visit regularly as well as taking part in special events such as the Summer Reading Challenge.

Policy created: May 2020 (E Jackson)

Policy reviewed: October 2022 (E Jackson)

Policy reviewed: July 2023

Review date: July 2024

Linked policies:

English Policy

EYFS Policy