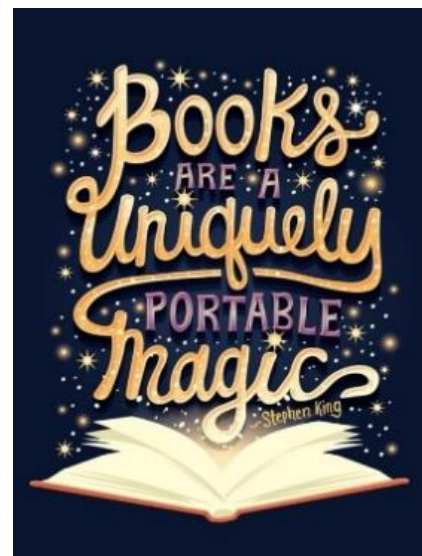
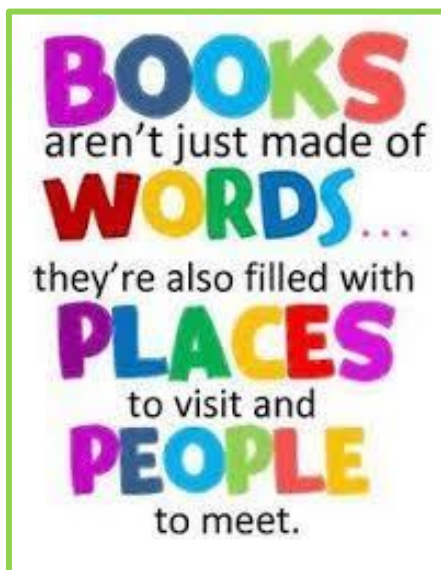


St Mary's Mission Statement

"At St Mary's the child is at the heart of the Catholic faith community. As a school, we aim to provide a high standard of child centred education, in a safe, supportive learning environment, where respect and Christian values are promoted."

Reading Policy

June 2021



Policy Statement

We aim to develop a love of the English language in its written form. We encourage children to be responsive, enthusiastic and informed readers. Through the provision of an environment, a love of reading is nurtured and characterised by high expectations of success so that each individual's potential may be realised.

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of reading in St. Mary's Primary school. It documents how the requirements of the Northern Ireland Curriculum for reading are met.

Aims

All teachers aim to provide children with access to a structured programme of reading and to strive for excellence in this area.

At St Mary's Primary School, we work towards **every** child becoming literate.

By the age of 11 we aim for every child to be able to:

- read with confidence, fluency, enjoyment and understanding.
- discuss preferences and make informed choices
- use a range of independent strategies to; self-monitor and correct, retrieve information and evaluate what has been read
- use higher order reading skills including deduction and inference through the use of text referral, assessment of author's intentions, justification of their opinions and judgements in the pursuit of critical awareness
- understand and use technical vocabulary when discussing their reading
- understand the sound and spelling system and use this to read.
- listen carefully with concentration so they are able to respond thoughtfully and appropriately
- ask and answer questions to demonstrate and clarify their understanding
- use ICT as a medium for the further development of reading across the curriculum.

Literacy in St Mary's Primary School is designed to foster a love in each child for **reading**. Our children are aware of the work which teachers do to make it exciting, innovative and active. In 2016 the literacy team asked the children in KS1 and KS2 how they felt about reading in our school.

Key Stage One

I like reading new books because they are interesting and I can find out new information.

I like to work with a partner when I am reading because we are both thinking together and we can work quickly.

I like listening to new stories and writing about what I think will happen next.

I like reading lots of different types of books - story books, history books, funny books and information books.

I love doing plays and acting out stories we are reading in class.

I liked learning tongue twisters.

I like picking out HFW from the sticks and then building the word with the letters.

I like doing cut and stick for phonics because it makes you better at sounding out.

I love reading because you learn new words, the book is interesting and we talk about the story.

I love reading because it is interesting to learn about new things.

Key Stage Two

The books are interesting and it is as if I can see the characters doing what it says in the story.

I enjoyed looking at advertisements; it was fun. I enjoy being creative and it helps me with my drama.

Reading helps you to express yourself. You can see someone who is similar to you in the book and you can feel like you are in their world.

We loved the fantasy genre. Our favourite part was creating our own fantasy creature and then writing stories about it.

I like doing poems and reading news reports.

My favourite part of literacy would have to be reading. My favourite genre of book is hard to choose. I am stuck between non-fiction and fantasy.

There is different work depending on our reading and learning speed.

I love reading stories. My favourite genre is comedy.

My favourite genre is drama and play scripts. You get to be an interviewer or an interviewee and it is really fun because you have to ask questions and answer the questions using hot-seating.

I like exploring different books by different authors. I enjoyed comparing their different styles.

Teaching Approaches and Classroom Organisation

The Northern Ireland Curriculum for reading, supported by SELB's Language Framework, clearly sets out the goals to be attained to reach targets. We acknowledge that the methods in which these objectives are taught will have significant impact.

The following range of organisational strategies will be employed to meet the needs of all pupils:

- whole class teaching
- small group teaching (mixed ability, friendship groups, ability)
- paired work
- individual (support from teacher or classroom assistant)
- independent



The classroom environment plays a crucial role in supporting learning.

The provision of a library area where books are attractively put on display will help to develop children's reading skills and foster a love of books.

The use of a carpeted or quiet area can be helpful in providing privacy and calmness.

Teachers should ensure that children are exposed to a stimulating range of environmental print - wall displays should present a balance between teacher, pupil, computer and newspaper print.

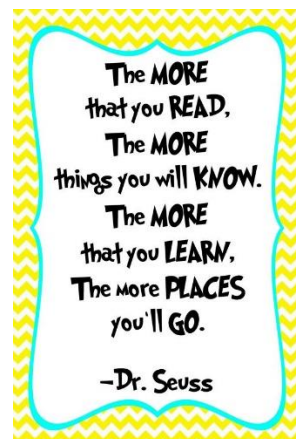
The use of a variety of stimuli, such as big books, guided reading texts, library books, iPads, audiobooks, ebooks, puppets, finger puppets, role play, games (teacher made and commercial, talking books (PC), IWB (websites and interactive reading games), magnetic letters, whiteboards and markers, word wheels, word walls, word banks, letter/word dice, letter tiles, word dice, plasticine and

highlighters, will ensure reading is an enjoyable and highly accessible experience for all pupils involved.

Children's learning will be promoted through active **cross-curricular experiences** and challenges, to ensure that reading is used in different contexts for a range of purposes and audiences.

The school seeks to raise the profile of reading through:

- Book Fair
- World Book Day celebrations
- Speech and Drama Festival
- Library Visits
- Reading Buddies
- A new school library



We are aware that progress is enhanced when teachers are sensitive to the differences in learning styles. Teachers will employ a range of teaching approaches that will meet the needs of individual pupils, groups and whole classes.

The following methods will be used:

- modelled reading
- shared reading
- guided reading



Planning

The teacher's role is to be aware of the need to plan for progression and continuity across the curriculum, differentiating where appropriate.

Planning is done at whole school level, year group level and class level. All teachers use the SELB Language Framework to help identify teaching objectives.

Teachers plan on a weekly basis using the school's standard planning format. The class teacher will identify teaching and learning strategies and provide a balance and variety of content (fiction/non-fiction/poetry/play scripts).

Teachers will design follow-up tasks to reinforce learning and ensure pupils experience success as well as a degree of challenge.

High, but realistic expectations and pace are fundamental to our planning.

Phase meetings and staff meetings, where plans are shared and good practice disseminated, are held on a regular basis and help to ensure continuity and progression.

Shared/ Modelled reading:

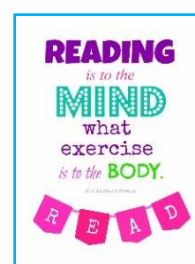
Shared/ Modelled reading takes place daily for during the whole class session of the Literacy Time. Teachers plan for and provide opportunities for Assessment for Learning, observe and note pupils' engagement with the text, ask differentiated questions to ascertain understanding of what is being read and models how to read effectively.

Guided Reading:

The children are grouped according to reading ability. The **teacher** and the **classroom assistant** work with these groups during a session of Literacy Time. They are given an appropriately challenging text and taught specific strategies and skills. Links are made with spelling and vocabulary work. Each child has a reading record book which will be brought to the guided reading sessions for the teacher to record the pages prepared in school and which need to be reinforced at home. The record book encourages parents' comments. These guided readers are from a range of commercially produced reading graded schemes and are colour coded according to the Cliff Moon Individualised Reading Programme.

The appropriate colour level is determined by the class **teacher** or the **classroom assistant** who will use running records to judge the suitability of a text and colour band, provide evidence to support teacher's professional judgement and also to monitor the reading strategies a child is using.

Each class teacher has access to PM Benchmarking Kits 1 and 2, which will facilitate the assessment procedure.



Frequency of Running Records

- When a new child enters the school.
- When children are ready to move up to the next colour band.
- Minimum of one per term P1-P5.
- Minimum of two per year P6-P7.

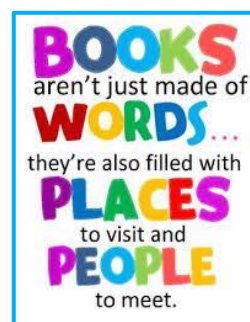
Group records of progress are kept in the reading file by each class teacher and forwarded to subsequent teachers. These records will note the dates children move to a new colour band. The most current running record for each child should be kept in the Reading file. Reading files will be collected by the Literacy Coordinator periodically, to monitor the rate of progression through a colour band.

It is the role of the class teacher with the assistance of the classroom assistant, to carry out regular formative assessment to inform future planning. Assessment is used as a tool to identify children's progress against teaching objectives, determining what a child has already achieved and moving them on to the next stage of learning.

Assessment for Learning strategies are a key component of the Teaching and Learning done in Literacy. The learning intentions and success criteria are clearly defined and shared with the children using active inspire/flipchart/book to keep a record of prior LIs and SCs to enable teachers and children to go back during revision weeks.

Individual teachers will use the assessment tools to:

- Identify pupils who are to be included in each class' **target group** -compare with Cat 4 scores, to identify those pupils who are under achieving. Strategies for increasing their attainment will be implemented and evaluated on a termly basis.
- Identify pupils for whom extension and differentiation programmes are to be developed.



Assessment/Monitoring/Evaluating

Formative Assessment: Ongoing monitoring of pupils' Literacy skills is a key part of the teaching and learning cycle in each class.

Teachers engage in termly book monitoring using TTI document as a self-assessment tool.

Teachers gather work samples for pupil portfolio in Literacy and use this to gauge pupil progress. The literacy piece of work should be wholly independent so as to give future teachers a means of analysing or gauging pupils' writing skills.

Summative Assessment: Analysis of **PTE** data is used to inform classroom and whole school practice in literacy. It is used to inform the School's Development Plan (SDP). It is also used to ensure that literacy resource is deployed in the most effective way to target underachievement.

Diagnostic Assessment: We use **PTE** individual pupil reports (P2-P7), Running Records and high frequency word (reading and spelling) testing, Lexia Core 5 placement test and reporting tool, Wellcomm and Dyslexia Portfolio (administered by Specialist teachers as required), to inform future planning and outcomes. Informal Baseline Assessments will be carried out in September.

P1 - P2: Whole class Literacy Screening in P1 identifies pupils who require literacy support in P2 - Middle Infant Screening Test (M.I.S.T.), identifies early literacy difficulties and actively involves parents/carers in recovery with the Forward Together programme. This comprehensive screening, diagnostic and recovery package for children aged 5 - 6 focuses on reading, writing and listening skills, and engages parents to help their children get back on track. The programme lasts from eight to 12 weeks and can be used with groups of up to eight pupils to bring their skill levels up to that of their classmates, raising confidence and self-esteem.

Reading and Comprehension in Literacy is supported through the Phonic Book Harberton Reading Scheme, Lexia Core 5 Reading programme supports educators in providing differentiated literacy instruction; this programme

provides explicit, systematic, personalised learning in the areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data needed for individual or small-group instruction. Both these programmes target low achievers and under achievers in reading and pupils with severe reading difficulties.

Pupils complete PTE 6 (Progress Testing in English 6) in May of each academic year. Results are passed on to next year's teacher.

P3 - P4 - Complete PTE 7 and PTE 8 (Progress Testing in English) in May of each academic year. Results are passed on to next year's teacher.

Reading Buddy Partnership - a paired reading activity **reluctant boy readers** from P7 (identified using PASS at the end of P6), will 'buddy up,' with children in P4, and share stories, from the specially purchased series below;

Shinoy and the Chaos Crew - Designed for reluctant readers

Featuring action-packed adventures with modern, superhero style illustrations.

Written to entice even the most reluctant of readers.

Series includes graphic novels as well as fiction/non-fiction readers to appeal to all pupils.

Perfect for those in KS2 with a lower reading level.

Reflects diversity - lead character is from a multi-cultural family and artwork is by an Indian illustrator.



A reading buddy program is a fun, personal and effective way to introduce the pleasures of reading to younger readers, especially if they are Newcomer pupils, **(English is not the child's home language)**.

Our aim is that the reading buddy programmes will provide opportunities for the younger children to improve their speaking and vocabulary skills while they're reading in a non-threatening setting.

For our P7 reading buddies, whose lack of skills or self-confidence has kept them from developing an interest in books, we want the reading buddy programme to help re-engage the student in the joys of reading and learning.

P5 – P7 Complete PTE tests (Progress Testing in English) in May of each academic year. Results are passed on to next year's teacher.

Reading Buddy Partnership - a paired reading activity **reluctant boy readers** from P7 (identified using PASS at the end of P6), will 'buddy up,' with children in P4, and share stories

The older reading buddy, who at first might be reluctant and uninterested in joining such a program, generally becomes enthusiastic when they realise that they benefit as much as the younger reading buddy. The older reading buddy:

- Gains confidence in helping others with literacy and educational growth
- Feels good about having younger students admire and look up to them
- Improve his own communication and instructional skills, by assuming the role of the teacher
- Has fun in a nurturing, tolerant environment that promotes learning and communication with a different age group.

Pupils progress is reported at annual parent interviews and attainment in reading outlined in the end of year school report.

Homework

Reading homework will be set regularly. Reading books should be taken home nightly. Parents are encouraged to share books with their children, and revisit the reading that was prepared in school, by the teacher or classroom assistant.

Equal Opportunities

All pupils are given access to the reading curriculum, regardless of age, sex, religion or ethnic origin.

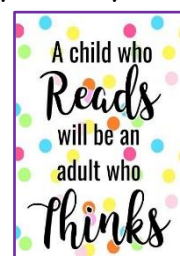
We will strive to provide a range of texts that reflect the diversity of our culture.

All Newcomer children will be assessed immediately on entry to school and the class teacher will plan and implement a programme to meet their needs.

Resources

The variety of resources available include:

- a supply of reading scheme materials located in three Central Resource Areas. A wide range of fiction and non-fiction books from Rigby Star, Ginn Lighthouse, Red Rocket, Big Cat Collins, PM Fiction and non-fiction, Oxford Reading Tree, Four Corners, National Geographic, All Aboard, PM Photo stories, Wolf Hill and INFO Trail, Rigby Star Quest.
- a supply of reading scheme materials to support children with moderate to severe reading difficulties is located in the Literacy Support book store; Phonic Books programme, Project X Series, Words First Series, Harberton programme and Toe by Toe programme.
- a variety of big books which complement other areas of the curriculum
- a variety of games and activities which will be integrated into day-to-day teaching and learning
- picture books / posters / dictionaries and thesauruses
- class library facility for borrowing books/ visits to local library/eBooks/audiobooks/iPads.
- Home/School use of Lexia Core 5 Reading programme.



All reading books should be returned to the school two weeks prior to the end of the summer term. Unreturned books must be accounted for and replaced if not found. In the event of a child not returning a book, parents are required to pay for its replacement.

Reading material from the schools banded resources will not be loaned to parents or children during the summer break.

The Role of ICT in Supporting and Developing Reading

We aim to make maximum use of ICT across the curriculum to promote the pupils' reading skills, as well as developing competence in I.C.T. skills. This involves the use of computers, and also the possibilities offered by the wide range of audio-visual materials, graphics, radio and television broadcasts.

The **range** of ICT resources available include:

Collins Interactive Year 3-7, Lexia Core 5 Reading, iPad apps, eBooks, audiobooks, word processors, audio-visual material software which contributes to reading development, websites chosen by class teacher to extend and develop reading skills and concepts.

Guided Reading in the Foundation Stage

Reading Readiness will be used to determine when best to begin structured guided reading. Children who display readiness for reading will begin after Hallowe'en. The intention is that most children will be taking part in guided reading sessions after Christmas (with some groups using picture books to develop language).

It is anticipated that the classroom assistant and teacher will alternate in order to work with reading groups (in this way there will be an adult working with the remaining children at their task). Children will have at least two guided reading sessions per week.

Reading groups are flexible, and allow opportunities for movement within groups.

Library Books

The children have access to a wide range of library books in the class library and may bring home one library book each week to read with their parents. The parents will receive guidance on how best to use the book (exploring new sound, new words, developing language, developing reading ability etc).

Teaching of Phonics

The teaching of initial sounds will begin early October - based on learning one sound per week beginning with SATPIN format. This will follow on from lots of work on attention and listening, phonological awareness, gross and fine motor skills development in preparation for writing. This work will be ongoing throughout the year. Primary 1 will also teach digraphs - sh-, ch-, th-, wh (this will occur in Term 3 and will be taught more explicitly in Primary 2).

The phonics programme will be a merging of linguistic phonics, jolly phonics and kinaesthetic activities which incorporate the sound, image, song and action.

Learning through Play sessions will provide further opportunities to explore early literacy and numeracy skills (whiteboards and markers, stamping patterns, magnetic letters, literacy games, numeracy games, computer programmes, familiar reading). Silent reading is an extension activity at times. Children enjoy being read to every day in the afternoon session.

Letter names will be introduced alongside letter sounds. This will also be done through the alphabet song in warm up activities. It is intended that the children will know letter names and sounds by end June of Primary 1. Letter names will be a focus when sounds are in place.

In late term 2/early term 3 the Primary 1 children will also be exposed to onset and rime - at, -in, -it, -an, -ig, -et, -og, -un. Explicit teaching of analogy and onset and rime will be done in Primary 2.

High Frequency Words -The school has standardised all high frequency words lists from P1 to P7. The children in Primary 1 will be exposed to the Hampshire High Frequency word groups. Initially, from October, these words will be taught in conjunction with initial sounds and whole class text (at approximately 2 words per week). This will be decided by the Primary 1 teachers as they embark on planning. This will enable contextualisation of these words. After Christmas, words will be sent home with the children so they may practise reading words on sight (the parents will receive a guidance letter relating to these words and best usage). These words will be displayed on a class word wall or word mat for children to access and use at writing times. The illustrated version of Hampshire will be used to enable children to make links in learning. SEN children will use personalised words with their own illustrations which are specific to them. Specific care will be taken with SEN children in terms of the amount of HFWs sent home.

This Policy has been updated in June 2021
Literacy Coordinator Denise Quigley

