

St Michael's Catholic Primary School



Reading Policy



St. Michael's Catholic Primary School Our Mission Statement

'Finding Christ in each other'

'Catholic Education is above all a question of helping to form Christ in the lives of others.'

Pope John Paul II

The School aims to promote Catholic values based on the teachings of Christ and to bring all members of the school community – staff, children, parents and governors – closer to God through the daily practice of those values in all areas of school activity.

St Michael's Catholic Primary School
Curriculum Vision Statement

Our mission statement 'Finding Christ in Each other' is at the heart of our school. We believe in developing the whole child and praising qualities and talents in every child.

We see our curriculum as a vehicle for future learning and success. We want our children to see that they can contribute to the world and understand that they are citizens of the world and contribute to local, national and global issues.



- Catholic values – which helps pupils grow spiritually and give them values for life outside of school
- Historic Environment – which helps pupils to understand and appreciate their locality which facilitates their relationship to the wider world
- Resilience – which helps pupils grow as learners
- Independence – which helps pupils to grow as independent learners, not dependent on adults to learn
- Subject knowledge and skills – which help pupils develop their academic skills and give them knowledge for life
- Tolerance – respecting and valuing the beliefs, values, choices and opinions of others

Reading Intent

The intent of our reading curriculum is to develop children's reading and understanding so that they become fluent, confident readers who can apply their knowledge and reading skills across different subject areas and for different purposes.

As a result, our children will be able to:

- Read confidently and fluently.
- Apply phonetical knowledge and other taught strategies to read unfamiliar words.
- Use taught strategies to find the meanings of new words in a given context.
- Develop a broad and ambitious vocabulary through reading.
- Develop comprehension skills to understand and interrogate a text.
- Ask questions to further their understanding.
- Embrace a love of reading.
- Use their reading skills in all areas of the curriculum.

Implementation

In EYFS and in Key Stage One, reading is taught through a synthetic phonics programme called Read Write Inc (RWI). Please refer to our Phonics Statement of Intent for further information.

In Key Stage Two, reading is taught through whole class guided reading and comprehension lessons. We read a variety of fiction and non-fiction texts with the children during these sessions and engage in tasks where the children develop their word reading, knowledge of vocabulary and language features, as well as developing their comprehension skills.

Across the reading curriculum, those children who require further support with their phonics knowledge and word reading have access to phonics and reading interventions, as well as 'booster reading'. Teachers ensure that children requiring additional support are identified early and provisions are made as appropriate.

Children's reading books are matched to their reading ability and are changed regularly. Reading takes place across the curriculum, so the children are exposed to a wide range of texts, which they read and use for different purposes. Teachers also find opportunities throughout the week to read to children and develop their love of reading.

Impact

The impact of our reading curriculum will be apparent in the children's engagement, enjoyment and enthusiasm towards reading, as well as the progress evidenced in their books and through their discussions. The impact of the reading curriculum will be evident in their ability to read confidently and fluently, apply taught strategies and demonstrate a secure understanding of what they have read.

Teachers give feedback to children to further their understanding and provide challenge, and children act upon this feedback. Teachers continually assess children's reading throughout every lesson and adapt teaching and learning to meet their children's needs. Termly reading assessments also take place in each class and data is used to inform future teaching. The impact of our reading curriculum is also shown through the results of the end of key stage tests in year 2 and year 6.

EYFS Curriculum

At St. Michael's our EYFS curriculum is based on the goals outlined in the Early Years Statutory Framework and has been created with the support of the Development Matters and Birth to 5 documents. Alongside our curriculum and supporting documents we use our knowledge of the individual child to provide a range of learning opportunities through interactions, provision and enhancements to the environment.

Equal Opportunities

At St Michael's School we believe that every individual within the school has the opportunity to achieve their full potential and has the same chance and equal access to all areas of the curriculum.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Subject Leader – Miss Dunn