



St George's Catholic Voluntary Academy

Talk for Reading Policy

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Aims of the Policy

At St. George's Catholic Academy, we are committed to high quality teaching and learning to raise standards of achievement for all children. All staff and governors have been consulted in developing this policy, which summarises expectations and common working practices during the teaching and learning of reading in KS2. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the teaching and learning of reading.

Reading skills are important to children's successes throughout their learning journey in school. It allows them to access the breadth of our curriculum. At St. George's Catholic Academy, we recognise that education involves children, parents, staff, governors, the community, diocese and the local authority, and that for optimum benefit all should work closely together to support the process of learning in reading. Working in partnership, we aim to:

- provide a Christ-centred, supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements in reading; to enable them to 'grow in faith and have faith in growing'.
- ensure children can develop as literate individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a reading curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively.

Curriculum Intent Statement

Basic Principles

- Learning is a change to long-term memory.
- Our aims are to ensure that our students experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge.

Curriculum Intent model

- 1 Curriculum drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and inspiring reading experiences.
- 2 Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.
- 3 Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.
- 4 Our curriculum distinguishes between subject topics and 'threshold concepts'. Subject topics are the specific aspects of subjects that are studied. Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same reading domains and ~~concepts~~ ~~over~~ and over to gradually build understanding of them.
- 5 For each of the threshold concepts there are ~~three~~ Milestones, each of which includes the procedural and Knowledge categories in each subject to give students a way of expressing their understanding of the threshold concepts.
- 6 Cognitive science tells us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which take time.
- 7 We aim for children to have acquired the following essential characteristics of good readers:
 - Excellent phonic knowledge and skills.
 - Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
 - Knowledge of an extensive and rich vocabulary.

- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

Implementation

- 8 Curriculum drivers shape our curriculum breadth in reading. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities. Our curriculum drivers are community, spirituality, culture, democracy and possibilities.
- 9 Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values. The range of books that we provide our children are carefully considerate to our cultural capital and the needs of our community.
- 10 The breadth of texts studied is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars. We aim to plan for the study of at least one fiction, one non-fiction and one poetry text every term to enable them to experience reading a range of styles of writing and types of books. We also provide pupils time to study song lyrics with a range of appropriate themes that support the needs of individual classes.
- 11 The breadth of texts on offer for reading for pleasure is extensive which are available to use in conjunction with My Book Blog.
- 12 My Book Blog (MyBB) is a scheme used to encourage reading for pleasure in and out of school. Children are introduced to this in year 2 as a class, before independently using it throughout KS2. All reading books are set into challenge levels (1-5) so that children can read at their appropriate level with some levels of challenge that support their reading development. MyBB is used support and encourage children to:
 - Read books by new and familiar authors.
 - Blog their thoughts about the story.
 - Fully comprehend what they read.
 - Learn new vocabulary in the context of the story.
 - Vote on key issues and view how their vote compares with thousands of other children's.
 - Discover which books other children like reading and recommend them effectively.
 - Explore specially written, non-fiction fact files.

13. Threshold concepts tie together the skills needed to read well with KS1 predominantly working on 'reading words accurately' to allow them to 'understand texts' effectively.
14. Cognitive science tell us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which takes time.
15. Milestones: For each of the threshold concepts three Milestones, each of which includes the procedural and Knowledge categories in each subject give students a way of expressing their understanding of the threshold concepts. Milestone 1 is to taught across Years 1 and 2, milestone 2 is taught across Year 3 and 4 and milestone 3 is taught across Year 5 and Year 6
16. Pedagogical Content Knowledge and Strategies: The reading curriculum is carefully planned so that all aspects of reading are specifically taught each week and built upon throughout their reading journey. The foci for each week is as follows:
 - Monday – vocabulary
 - Tuesday – Fluency (using the fluency project principles)
 - Wednesday – summary
 - Thursday – specifically teaching questions based on the reading domains
 - Friday – Independent practice of the reading domains with a time limit – Stamina practice for year 6.
17. As well as whole class teaching, all children have the opportunity to read to an adult, read for pleasure, prepare for guided reading sessions, and take part in guided reading sessions. These sessions are carefully planned with the focus being derived from assessment (fluency and/or specific reading domains.)
18. Reading Domains: These domains support children's comprehension of what they read. By focusing on each domain in turn, children can explore a text in a variety of ways. Specific teaching of these domains prepares and supports children immensely for end of Key Stage 2. It allows them to understand what the question is asking of them and use the variety of strategies taught for each domain to be able to effectively answer them.
19. The reading team will work to support the reading ethos throughout the school in a variety of ways:
 - They will run book fairs throughout the year and ensure that it well-advertised so that children make the most of the fairs.
 - They will maintain and support the replenishment of stock.

- They will help support children with their reading and blogging through the reading club which is held every Wednesday afternoon.
 - They will encourage children's reading through planning and running competitions throughout the year.
20. The library team will work to support the reading ethos throughout the school in a variety of ways:
- They will run the library open to all pupils during lunch times.
 - They will maintain and support the replenishment of stock.
 - They will help support children with recommendations matched to their interests.
 - They will encourage children's knowledge of authors and genres through recording book reviews accessible via the school website.
21. Year 6 will alternate and give time to hold story time with FS children every week. This will support their Faith in Action as well as encourage a pleasurable reading environment from the beginning of their St George's journey.

Impact

22. Because learning is a change to long-term memory it is impossible to see impact in the short term.
23. We do, however use probabilistic assessment based on deliberate practise. This means that we look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long-run.
24. We use comparative judgment in two ways: we will use teacher judgement based on every day lessons, according to the reading milestones. We test half termly to help formulate and evidence our assessed judgements. This also supports our children with test technique and fluency.
25. The half termly tests also allow us to complete a gap analysis to allow us to identify which domains we need to revisit and further plan for in the coming half term.
26. Achievement teams and pupil progress meetings are carried out every term to enable us to plan and identify ways to support those who are not yet making the expected progress. These are then reviewed to ensure impact is effective.
27. We use lesson observations, and learning walks to see if the pedagogical style matches our depth expectations.

Ethos

The ethos and climate for learning underpins the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child can produce his or her best work;
- providing an exciting reading environment which encourages children to read for pleasure.
- Providing a quiet and comfortable environment for children to relax while they read.
- providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- providing positive role models;
- providing a fair and disciplined environment, in line with the school's behaviour policy;
- effective management of their professional time;
- developing links with all stakeholders and the wider community;
- valuing and celebrating pupils' success and achievements;
- reviewing personal and professional development in order to ensure a high level of professional expertise.
- Promoting our learning code:
 - Doesn't give up
 - Remembers and reflects
 - Asks good questions
 - Goes for gold
 - Original ideas
 - Not alone
- Promoting our community code values of: Trust, Respect, Forgiveness, Aspiration, Determination, Curiosity and Faith.

Curriculum Planning

At St. George's Catholic Academy we are committed to following the programmes of study as required by the National Curriculum 2014. A cycle of National Curriculum Programmes of Study is drawn up by staff and is carefully balanced to ensure full coverage of the National Curriculum. We teach reading discretely but always plan to make intra-curricular links to strengthen the schema of all other subjects. Reading is a fundamental skill to enable all children to access a broad and balanced curriculum. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Short Term Planning takes place on a weekly basis with reference to the National Curriculum 2014, expectations of SATs, current relevant topics and issues, and the Whole School Long Term Curriculum Plan.

Plans are submitted to the Headteacher/relevant phase leaders. Weekly plans for the following week must be emailed to the Head, Phase leader and relevant TAs by Sunday 12pm prior to the week beginning. These plans are displayed in classrooms at the beginning of each week. Plans are based upon previous assessment data, pupil need and subject expectation.

Organisation

The learning environment will be managed in such a way as to facilitate different styles of learning.

Opportunities will be made for:

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);
- one to one teaching;
- conferencing;
- collaborative learning in pairs or groups;
- independent learning.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence. For example:

- resources in each area will be grouped according to curriculum subject;
- book corners will be comfortable and attractive;
- labels and posters should be used wherever possible/appropriate to reflect the language diversity in the school;
- pupils will be involved in the maintenance and care of all equipment and resources.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays with a range of fiction and non-fiction books for children to access.

The Book Blog library will be regularly maintained and updated so that new and trending

book titles are ordered as and when possible. We will ensure that there is a variety of topic and genre specific books in each challenge level to accommodate the children that we teach.

Differentiation

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace;
- challenge;
- mastery;
- content;
- task;
- questioning;
- relevance;
- resources;
- extension;
- autonomy;
- teacher/adult support.

Differentiated tasks will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching and reference will be made in weekly plans to SEN Plans where appropriate.

Pupils with special educational needs (including gifted and talented children) receive support provided by a learning support teacher, 1:1 Tuition or our inclusion manager where appropriate. Extra support is given in the classroom from teaching assistants. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Special Educational Needs Policy)

Assessment, Recording and Reporting

Regular assessments are made of pupils' work in order to establish the level of attainment and progress and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the reading curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning. Each lesson begins with a feedback session reviewing the previous lesson's learning and includes a short task (e.g. red pen time) to address a misconception or be challenged further.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. Half termly assessments are used in Reading across the school. All results from assessments are analysed and used to inform future planning. (See Assessment, Marking and Feedback Policy)