



St James Church Of England Primary School

Comprehension Policy

At St James Primary School we have aspirations for every single child to succeed. Our children learn through a creative and inspirational curriculum that enables all children to live "life in all it's fullness" (John 10:10) to enjoy life and purpose underpinned by Christian values and a love of learning.

Dream, believe, learn, achieve.

Rationale:

At St James Primary School we aim to promote equality of opportunity for all our pupils regardless of particular characteristics. When planning our curriculum, staff take due regard to ensure no child feels discriminated due to their particular characteristic.

Our curriculum is made up of the planned activities that we as a school deliver in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also an exciting range of opportunities to enrich the experience. We aim to teach our children to grow into positive, responsible role models who can work and co-operate with others whilst developing the knowledge, skills and understanding within subjects as well as a positive attitude to use throughout their lives.

We, the Bolton and Farnworth Multi Academy Trust have a commitment to develop pupils' oral and written comprehension skills.

We will begin this in EYFS through development of talk through Talkability and Nursery narrative and we will ensure that this is done through teacher modelling and questioning alongside the provision of frames and structure to develop children's talk. We aim to develop a stamina and love of reading from

Early Years and will continue this through quality texts throughout school and an exciting reading area in each and every class.

This will be underpinned throughout school, by continuing the use of quality texts and by making these texts an integral part of a child's life here at school. We will also strive to promote reading as part of the wider curriculum, ensuring that non-fiction texts are on display across school and children access reading in all areas of the curriculum in order for them to understand that 'Reading is the key to the curriculum'.

In addition to the promotion of Reading across the wider curriculum, we will also provide the discrete teaching of Reading through daily Reading Workshops where each child will access a Guided Read weekly. English will be centred around the teaching of a Quality Text and SPAG, Writing and often Maths activities will stem from this Quality Text. Children in Key Stage Two will access a Reciprocal Read during Reading Workshop and this will also be provided, where possible, to Pupil Premium and LAC children as an intervention during the week.

Expectations:

All children from Y1-Y6 will take part in Reciprocal Read units each term, where the skills of reading comprehension are covered. The children will be taught to predict, summarise, question and clarify, based on their focus text, whilst covering each of the objectives relevant to their year group or stage.

Pupils at our school will read with an adult at least once a week and fortnightly with a teacher. This will be recorded in our Orange Reading Record books and the children's home/school reading records. The comments made in these, by a teacher, must have reference to the criteria for Guided Reading sheet for the individual child's age related expectations this will enable TA's or Volunteer readers that may encounter our children to ask them bespoke questions tailored to comments their teacher has made.

Evidence of Learning and Progress:

Progress will be evidenced through the use of 'The Simple View of Reading' where each child will be plotted on a quadrant termly to see where their strengths and weaknesses lie. They will also be tracked on Book Band trackers

which are completed termly by the class teacher. Guided Reading detailed notes and Orange Reading Record succinct comments referencing the curriculum will also give an insight into where the individual child is on their journey to fluency and comprehension. Children's Reading Workshop Floor books should be held in high esteem by both the children and adults in our school and should evidence the learning and understanding of each individual child. Children using post-its in these should be initialling them in order to give a clear picture throughout the floor book as to the progress of that child. In Early years this will happen through observational assessments and this should also feed into Key Stage One and Two whereby children who make comments that are particularly awe-inspiring or pertinent will be recorded on post-its by an adult and stuck in their orange reading record.

Learning Environment:

Reading Areas will be high quality in each and every classroom. They will be a warm and inviting area for the children to spend time reading and will contain question stems for the children to use in their reading. Books in Reading Areas should be displayed face on and should be in a good condition. There should also be reminders for children, in line with the National Curriculum expectations, of what they need to do to improve their reading displayed in the Reading Areas. These areas should be an area of interaction and annotation and this should be regular and meaningful. English Working Walls must also show the Quality Text that the children in that particular class are working on. Reading Areas around school, including the Reading Lounge and the Key Stage One Cosy Corner, must be kept calm and utilised daily, including during break and lunchtimes.

Monitoring and Evaluations:

Monitoring of pupil's attainment in Reading will take place through pupil progress meetings where staff will have joint discussions about progress and data. Book scrutinies will take place regularly to monitor the teaching and learning of reading including; English books, Reading Files, Orange Reading Records and Reading Workshop Floorbooks. Lesson observations and drop ins will be regular and the governor responsible for reading will be involved in these where possible.

We are firmly committed to the provision of an outstanding curriculum in Reading and we will thread this into every aspect of our school strapline:

"Dream, Believe, Learn, Achieve."

Policy Date: **September 2018**

Next Review Date: **September 2019**

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.