



## St Joseph's Catholic Primary School

### Reading Policy

September 2024

#### Mission Statement

We are proud of our school as a place of learning, prayer and happiness.

Hand in hand with God, Our Lady and St. Joseph, we promise to work hard and be kind to one another so that we can grow stronger together in our faith.

At St Joseph's we understand the importance of reading in the process of developing pupils into independent learners. We believe that reading is an integral part of the curriculum and it takes a vital part in all subject areas. We believe teaching reading skills and cultivating a child's love for reading is essential to create accomplished, successful learners.

Reading is central to our ability to understand, interpret and communicate with one another. Furthermore, pupils who read on a regular basis, in school and at home, have a higher chance of fulfilling their potential in life.

The aims of this policy are:

- To instil a passion for reading in pupils, which they will carry on into subsequent education and their later life.
- To set out the school's intentions and approach to reading, in order to enrich and support the curriculum.

#### Aims

- Ensure that **all** children make at least good progress in reading.
- Maintain children's attainment and progress, against age-related expectations.
- To inform teaching and learning.
- Provide a consistent approach in reading across all subject areas and age phases.
- Ensure reading lessons are planned for comprehensively throughout the school.
- Provide comprehensible information to parents and carers on how their children are progressing in reading and how they can help them at home.
- Hold informative and productive conversations with parents and carers on supporting their children's reading effectively.

## Roles and Responsibilities

The headteacher is responsible for:

- The day-to-day implementation and management of the Primary Reading Policy, in collaboration with the English subject leader.
- Handling complaints regarding this policy, ensuring that the procedure outlined in the school's Complaints Procedures Policy is followed.

The English subject leader is responsible for:

- Ensuring all teachers have familiarised themselves with the Primary Reading Policy.
- Ensuring all colleagues are up-to-date on the latest research on developing reading and trained on the pedagogy for developing fluent and competent readers.
- Supporting colleagues with any aspect of the Primary Reading Policy.
- When required, assisting with the planning and selection of new resources.
- Informing staff of any updates to the Primary Reading Policy.
- Accepting responsibility for guided reading resources and keeping colleagues informed of available resources.
- Liaising with the headteacher, governors and report any developments to the curriculum committee.
- Reviewing and scrutinising class and year group assessment data in order to track pupils' progress.
- Monitoring reading planning, observing and offering feedback on the teaching of reading.

## Teaching Reading

### ES2

In the foundation stage children are taught phonics daily following the Sounds Write Programme.

### KSI

#### Yr 1 –

In year one all children will have daily 20 minute phonics sessions which follow the Sounds Write programme of work.

Interventions are put in place for those children with gaps in their phonic knowledge. These gaps are addressed outside of Sounds Write Sessions.

15 minute whole class reading/guided reading/RFP sessions take place daily. These lessons link reading with the English unit being taught or link to phonics.

## Yr2

In Y2 the children continue with the Sounds Write Extended code which is taught in daily grammar burst sessions.

Interventions are put in place for those children with gaps in their phonic knowledge; these gaps are addressed outside of Sounds Write Sessions sessions.

25 minute whole class reading/guided reading/RFP sessions take place daily. These lessons link reading with the English unit being taught or have a Sounds Write focus

## KS2

In KS2 there are daily reading sessions of 30 minutes. Across a two-week period, three of these sessions are whole class reading, with learning based around high-quality texts, and/or linked to the curriculum. A further three are specifically based around fluency practice. The final four sessions are focussed on the class reading book, and to provide children with the opportunity to read for pleasure.

### Teaching Reading Overview

Reading is planned on a two week cycle. TAs must support the teaching in whole class reading sessions. Interventions can take place during RFP sessions.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Class read RFP	<b>Fluency</b> Lessons should have some or all of the following: <ul style="list-style-type: none"><li>- modelling from the teacher</li><li>- text marking</li><li>- echo reading</li><li>- practise from the children</li><li>- paired reading</li><li>- repeated practice</li><li>- performance</li><li>- reader's theatre</li></ul>			Class read RFP
Week 2	Class read RFP	Text interrogation <ul style="list-style-type: none"><li>- direct vocabulary teaching</li><li>- fluency</li><li>- discussion</li></ul>	Text interrogation <ul style="list-style-type: none"><li>- retrieval</li><li>- fluency</li><li>- discussion</li><li>- modelled answers</li></ul>	Class discussion based on text, linked to comprehension skills, P4C/CST questions	Class read RFP

Fluency lessons could (and should) include a range of repeated reading, echo reading, readers' theatre, performance, text-marking, and oral practice in order to develop a range of skills.

## Home Reading

We expect all children to read daily at home. Each child in school is issued with at least two home reading books. One will be from our school reading scheme and the other will be a book the children have chosen to read for pleasure.

In FS and Y1 all reading scheme books will be phonically decodable and children will be able to read the book they take home with 90% accuracy

In all other year groups children will be issued a reading book to match their reading fluency. The aim is for all children to read texts designed for their correct reading age.

We use Bug Club in Key Stage 1 to provide children with some further online reading support.

## Reading Interventions

In KSI FFT assessment is used to identify gaps in phonic knowledge and phonic interventions are put in place to address these gaps.

In Y2, Y3, Y4, Y5 and Y6, children considered capable of greater depth reading take part in Reading Gladiators to widen their breadth of reading and to expose them to challenging texts in reading.

All children who are not reading at age-related expectations will have tailored interventions aimed at improving their reading fluency and comprehension. This will be measured for impact and information of intervention will be communicated to parents.

For fluency the following interventions will be used:

FS/KSI – Sounds Write Catch Up Intervention at least 3 times weekly

KS2 – Lightning Squad Intervention programme 30 minutes daily

- Echo Reading Intervention 30 minutes at least 3 times per week.

For Comprehension the following interventions will be used:

KSI – Reading for Meaning 3 times per week

- Reading Roundabout 3 times per week

KS2 – Reciprocal Reading 3 times per week.

### Statutory Reading Assessments

FS – reading assessment is done in line with the EYFS curriculum and reported to insight termly.

Y1 – The Y1 phonic check takes place in summer term.

Y2 and Y6 – Formal SAT assessments in Summer Term 1 and reported in line with government guidelines.

All other year groups will use NFER in Autumn and Summer Terms. All children will be heard read regularly and teacher assessments will be made termly using the 1-4 scale.

FFT Reading Assessment tool will be used termly to support teacher assessments

### Reading for Pleasure

At St Joseph's we believe that maintaining our 'Reading for Pleasure' culture is essential to create lifelong readers. All teachers are expected to read to their class on a **daily** basis. Texts that the teachers choose should be high quality and appropriate for the age of the children being read to. Reading materials such as the Pie Corbett reading spine for each year group and high quality fiction and non-fiction texts in our KS1 and KS2 libraries have been purchased to help teachers with their selection.

Text selection to support the different curriculum areas should be prominent in the classroom.