



St. Joseph's Catholic Academy Reading Policy

At St. Joseph's Catholic Academy, we believe that reading is the key for academic success. We value reading as a key life skill and are dedicated to enabling pupils to become lifelong readers.

Intent

At St. Joseph's we intend for children to:

- read fluently with a good understanding
- read often for both pleasure and information
- acquire a wide knowledge and vocabulary from a range of genres and text types

Implementation

Phonics

At St. Joseph's we intend for all children to become confident readers and writers. We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier. The teaching of phonics is of the highest priority.

Phonic lessons at St. Joseph's are taught following the Sounds-Write Accredited Scheme. The sessions include;

- direct teaching in frequent, short bursts
- a consistent approach
- a secure, systematic progression in phonics learning
- they maintain pace of learning
- provide repeated practice
- ensure application of phonics using matched decodable books
- early identification of children at risk of falling behind, linked to the provision of effective keep-up support

We teach 'tricky words' these are words that appear frequently in books for children and are usually learned using a whole word approach and actions.

At the end of Year 1 children take the statutory Phonic Screening Check, this shows how well children can use the phonics skills they've learned. Any children who do not pass this test have small group interventions to continue and review their phonics journey in year 2 and KS2.

Reading in School

At St Joseph's we teach the National Curriculum for Reading, this ensures knowledge and skills are built upon each year. Teachers use a variety of texts and written material for group reading lessons, these often link to writing genres being studied or other curriculum areas being taught.



To support the development of early reading skills, EY and KS1 children will participate in three group reading sessions each week. During these sessions, children will have the opportunity to develop skills such as decoding, prosody and comprehension which in turn, will support children's fluency and confidence when reading.

In KS2 children participate in two adult led group reading sessions. Children will independently read the text in the first session, followed by an adult led comprehension lesson. To ensure a holistic approach to reading comprehension and vocabulary, beginning in Year 2 we use VIPERS (vocabulary, inference, prediction, explain, retrieve and sequence/summarise) reading domains.

Written comprehension sessions happen on a weekly basis linked to either the book being studied in writing or to the group read text.

Beginning in Year 2 children access our online reading platform Accelerated Reader three times a week for thirty minutes. The platform recommends books for each child using their reading levels and individual interests – there are over 200,000 book choices! Once the children have read a book, they complete a quiz about the story which monitors their comprehension and extends their learning. Accelerated Reader can also be accessed from home!

Assessment

As well as day-to-day formative assessment as adults hear children read, and through questioning during discussions about group and class texts, children are assessed termly using the NFER tests.

Each time a child reads a book on Accelerated Reader, they take an online quiz, and get immediate feedback. Accelerated Reader monitors students' reading practice and make informed decisions to guide their future learning.

Star Reading online test is taken at the beginning of each term, it gives us access to an accurate set of data including;

- Reading age (in years and months)
- Zone of Proximal Development

Additional Support

Any children not making the expected progress in reading have access to a variety of interventions depending on their individual needs, these include; Phonic keep up sessions, Nuffield Early Language Intervention (NELI), Blast Speech and Language Intervention, phonic decodable books in KS2, 1:1 reading, Toe By Toe, New Reading and Thinking Comprehension and Fast Track Phonics. A Star Reading test is completed at the start and end of an intervention period in order to measure impact.

How do we promote a love of reading?

- Every day at 3pm teachers read to their class to promote a love and enjoyment of stories, immersing them in the world of imagination.
- We subscribe to Reading Rocks to get new texts each term.
- Each Thursday we have 'Which Teacher reads the best story?' where teachers move to different classes and read a different book genre to a class; fiction, non-fiction, poetry, science texts, biographies, equality and inclusion texts.
- We have a wide range of group texts available and group reading sessions allow time for pupils to discuss their reading, helping them to make sense of what they have read.



- Early Readers take home 3 books; 2 phonic decodable and one from the Lending Library to promote a love of reading.
- Accelerated Reader has over 200,000 book choices which can also be accessed at home.
- Pupils are encouraged to use class libraries and the Nook to access a wide range of books in addition to their reading book from the reading scheme.
- We encourage pupils in each class to share their love of reading – Sharing Tree - by inviting them to recommend great reads to their peers which are displayed in class and making bookmarks for the books they have read in KS1.
- ‘Morning Story’ choice, Reception and KS1 children have two books to choose from each morning which will be read to them at the end of the day.
- Children recommend their favourite books in ‘What Should I read next?’ books in KS2/suitcases in EY and KS1 go home - children record with text and images their favourite book (this can be a book from home or school).
- World Book Day promotes a love of reading; book in a box competition, book swaps, book sales, staff sharing their favourite books, book cafe.
- We have 2 reading clubs (EY/KS1 and KS2) which promotes reading for pleasure.
- We have 2 book huts on the playgrounds so children can access books during break and lunchtime.
- Each classroom has an attractive reading area where pupils can sit comfortably to read a book.
- Starbooks, stay and read (coming in summer 2022)
- MAT training by the English Hub for staff on how to share stories.
- We have selected ‘Reading Rangers’ their job is to promote a love of reading across the school. They have buddies who they read with each week, they monitor class reading areas, collect reading ‘nugget’ totals, when books arrive from Reading Rocks they read them and review them for a Rangers Newsletter. They also ensure the outdoor reading sheds are used correctly.

Reading at Home

At St. Joseph’s we have a home-school reading system where children take a book home to read which is at the appropriate level for them. For early readers children will take home two books;

A reading practice book. This book will be at the correct phonic stage for children, so it can be read fluently and independently.

A sharing book. This book is to read and enjoy together.

Moving throughout school individual home reading books follow progressive ‘book bandings’. Children will move through these different stages as their reading progresses.

Read as much as possible! We request that children in Reception read for 10 minutes each day at home, children in Year 1 & 2 for at least 10 -15 minutes, Year 3 & 4 for 15 – 20 minutes and Year 5 & 6 for 20 – 30 minutes. Reading Records are used to record home reading.

Impact

Pupils will enjoy reading across a range of genres.



Pupils of all abilities will be able to succeed in all reading lessons.

Pupils will be ready to read in any subject.