



READING

# English Reading



St. Joseph's Catholic  
Primary School



# Reading at St. Joseph's

At our school, we intend to create an environment where reading is not only encouraged but celebrated. A place where children are read to regularly, fostering a love of literature and enhancing their comprehension skills using high-quality texts tailored to ignite curiosity, promote discussion, and engage children.



## I AM A READER Our Reading Vision

- Read enthusiastically and fluently with accuracy
- Demonstrate a secure understanding of what has been read, showing an ability to infer, retrieve, question and predict.
- Acquire a wide knowledge and vocabulary from a range of genres and text types.
- Reflect on what they have read considering the language and punctuation choices made by the author.
- Read for pleasure and know that reading is a life skill.



### Implementation

- Reading is taught through a structured, systematic approach beginning with high-quality phonics instruction, starting in the Early Years using the Sounds Write programme.
- Group reading, whole class reading and one to one reading is used to meet the needs and abilities of all pupils.
- To support the development of fluency, prosody and comprehension skills, children participate in group reading sessions weekly. Pupils in KS1 read with an adult at least three times during their group reading sessions. In KS2, each group will be lead by an adult twice. Sessions also include a comprehension focus, which includes the use of Accelerated Reader, and a Reading for Pleasure session.
- Every class has 'story time' at least once a day, where the teacher takes the opportunity to model reading
- Our approach to writing is text/novel based.
- Throughout their education, children are exposed to a diverse range of genres, texts and authors to deepen comprehension and develop a genuine love of reading – Texts are woven throughout the curriculum
- Reading for Pleasure is promoted using class libraries, our school library, our reading shed, visiting our local library, author visits, celebrating World Book Day and providing children opportunities to read quietly.

### Impact

Children leave St Joseph's:

- Enjoying reading across a range of genres and have a positive attitude towards reading
- Have made progress and succeeded in reading
- Well prepared for the next stage of their learning, having developing skills and habits needed to read independently, critically and for pleasure.

# Our Offer

## Universal Offer

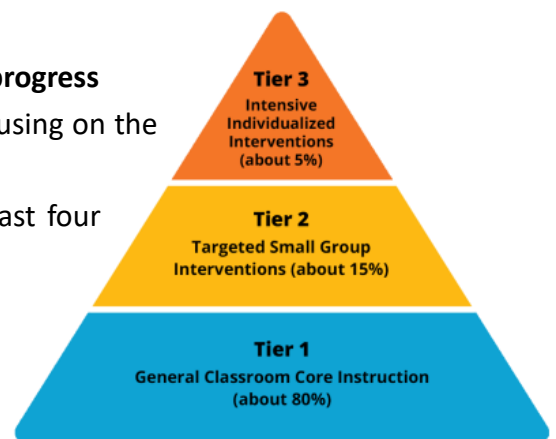
### High-quality, inclusive teaching that benefits all pupils

- Sounds Write phonics from EYFS to Year 6 – Daily for EYFS and KS1, three times per week for KS2.
- Four group reading sessions per week – Adult led at least twice per week
- One to one reading for all at least once per week
- Whole class reading daily – Story Time
- Text/novel-based writing curriculum
- Progressive Reading Spines
- Accelerated Reading programme to ensure correct assessment of reading levels

## Targeted

### Additional support for pupils who are not making expected progress

- One to one reading at least three times per week, focusing on the skill identified on an individual basis
- Use of 'Keep Up' phonics intervention sessions, at least four times per week
- Reading Buddies – Peer mentoring
- Pre-teaching of vocabulary
- In class adaptations, scaffolds and support



## Intensive

### High personalised support for pupils with barriers to reading

- One to reading daily, focusing on the skill identified on an individual basis.
- Use of 'Catch Up' phonics intervention sessions, at least four times per week.
- Precision Reading intervention, at least four times per week.
- Access to Lexia
- Specialist involvement – SENCO, Educational Psychologist referral, Cognition and Learning team, Speech and Language etc.
- In class adaptations, scaffolds and support



# Phonics



**Sounds-Write**  
FIRST RATE PHONICS

High-quality phonics teaching lies at the heart of our early education, securing the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically. Once children become fluent readers, they can focus on understanding the meaning of texts, making the vital shift from learning to read to reading to learn. Reading is recognised as an essential skill for accessing the world around them.

Beginning in Autumn term in Reception, children are taught phonics daily for 30 minutes, this continues until the end of KS1. In EYFS, children will be introduced to the **Initial Code**.

During KS1 children will continue following the systematic phonics teaching and learn the **Extended Code** looking at '*same sounds different spelling*' and '*same spelling different sounds*.'

In Key Stage 2, learning is consolidated with a greater focus on spelling and word structure.

## Teaching

1. All adults use consistent, concise language when teaching phonics (e.g. "letters spell sounds" rather than "letters make sounds"). We follow a script.
2. Daily phonics teaching is supported by consistent time allocation and high-quality resources.
3. Phonics and reading are taught discretely but are also embedded across the wider curriculum

## Assessment and Support

- Progress in phonics is reviewed half-termly through lesson visits, pupil progress discussions, and Sounds-Write diagnostic and progress assessments.
- Pupils receive additional support as needed, including *Catch Up* or *Keep Up* interventions to ensure they stay on track with phonics development.
- Pupils with gaps in phonics knowledge receive timely, targeted intervention and access to age-appropriate decodable readers to support continued progress in reading

# Phonics Overviews

| Reception                             |   |              |               |
|---------------------------------------|---|--------------|---------------|
|                                       | Autumn  | Spring       | Summer        |
| Review                                | Content from previously taught units based on formative assessment  |              |               |
| Current Unit                          | Units 1 - 7   | Units 8 - 11 | Bridging Unit |
| Reading and Writing in Connected Text | Reading: Decodable texts from previously taught units<br>Writing: Content from at least two units behind the current unit |              |               |

| Year 1                                |   |   |   |
|---------------------------------------|---|---|---|
|                                       | Autumn  | Spring  | Summer  |
| Review                                | Content from previously taught units based on formative assessment  |   |   |
| Current Unit                          | Review of Initial Code<br>Extended Code Units 1 – 9<br>Introduction of Polysyllabic Words                                 | Extended Code Units 10 – 18<br>Polysyllabic Words | Extended Code Units 19 – 26<br>Polysyllabic Words |
| Reading and Writing in Connected Text | Reading: Decodable texts from previously taught units<br>Writing: Content from at least two units behind the current unit |   |   |

| Year 2                                |   |                             |                             |
|---------------------------------------|---|-----------------------------|-----------------------------|
|                                       | Autumn  | Spring                      | Summer                      |
| Review                                | Content from previously taught units based on formative assessment  |                             |                             |
| Current Unit                          | Extended Code Units 27 - 34   | Extended Code Units 35 - 42 | Extended Code Units 43 - 49 |
| Reading and Writing in Connected Text | Reading: Decodable texts from previously taught units<br>Writing: Content from at least two units behind the current unit |                             |                             |

# Group Reading Progression

At St Joseph's, we are committed to delivering a comprehensive and structured approach to reading. We follow the National Curriculum to ensure that knowledge and skills are progressively developed year after year. Our pupils engage with a wide range of fiction and non-fiction texts, creating a rich literary environment that supports learning.

## Daily Reading Opportunities

Each day, children experience multiple opportunities to engage with reading, including phonics, guided reading, whole class reading, and independent reading time with books matched to their individual levels.

### Early Years and Year One

In Early Years (EY), children take home a reading-for-pleasure book from their start date. Once they can blend sounds, they receive a reading book aligned with their Sounds Write phonics level.

When deemed ready, EY and Year 1 pupils participate in four group reading sessions per week. These sessions focus on developing key early reading skills: inference, decoding, prosody, and comprehension—building fluency and confidence. Year 2 pupils participate in the above from Autumn term 1.

From Year 1, we introduce key reading domains of vocabulary, inference, prediction, retrieve, and sequence/summarise, to support comprehension and vocabulary development.

### Year One to Year Two - Key Stage 1 to Key Stage 2 Transition

Group reading is continued into Year 2. When deemed ready by the class teacher, pupils access our online reading platform, *Accelerated Reader*. This platform personalises the reading experience by recommending books based on each child's reading level and interests. After finishing a book, pupils complete a comprehension quiz to reinforce understanding. Accelerated Reader is also available at home, encouraging ongoing engagement.

### Key Stage 2

In KS2, pupils continue with four group reading sessions weekly, where repeated reading is encouraged to ensure children develop a secure understanding of the text. These follow a structured sequence for each group:

1. Reading with an adult focusing on **fluency**
2. Reading with an adult focussing on **prosody (expression)** and **verbal comprehension (same text as session 1)**
3. Comprehension (**same text as session 1 & 2**)
4. Reading for Pleasure / Accelerated Reader

Each class enjoys daily readings from a whole-class book selected from our *Reading Spine*, which features 'essential reads' across genres. This helps build a "living library" in each child's mind from EY through to Year 6.

# Group Reading

Pupils are taught the skills of reading, outlined in the National Curriculum and the KS1 and KS2 test domains.

In St. Joseph's, we focus on the following skills:

- Vocabulary
- Inference
- Prediction
- Explain
- Retrieve
- Sequence/Summarise

The following skills are modelled, taught and practiced during one-to-one reading, whole class reading and discussion, and through group reading sessions.

|                                 | Key Stage One   | Key Stage Two  |
|---------------------------------|---|--|
| <b>Vocabulary</b>               | 1a. Draw on knowledge of vocabulary to understand texts   | 2a. Give/explain the meaning of words in context   |
| <b>Retrieve</b>                 | 1b. Identify/explain key aspects of fiction and non-fiction, such as characters, events, titles and information | 2b. Retrieve and record information/ identify key details from fiction and non-fiction   |
| <b>Sequence &amp; Summarise</b> | 1c. Identify and explain the sequences of events in texts (Sequence)  | 2c. Summarise main ideas from more than one paragraph (Summarise)  |
| <b>Infer</b>                    | 1d. Make inferences from the text   | 2d. Make inferences from the text/ explain and justify inferences with evidence from the text  |
| <b>Predict</b>                  | 1e. Predict what might happen on the basis of what has been read so far   | 2e. Predict what might happen from details stated or implied   |
| <b>Explain</b>                  |   | 2f. Identify/explain how information/ narrative content is related and contributes to meaning as a whole<br><br>2g. Identifying writers choice's<br><br>2h. Make comparisons |

**KS1:** In KS1 comprehension is only recorded by the child in Year 2 when the teacher deems this appropriate.

**KS2:** Comprehension activities are completed during group reading session, which also include short extract comprehensions. Comprehension is also taught during a stand-alone lesson that is recorded in books

# Assessment

In addition to daily formative assessment - through adult-led reading, group reading sessions and comprehension activities - children from Year 2 onwards are assessed termly using standardised tests. Year 2 previous SATs, Year 3 to 5 use Testbase assessments and Year 6 are assessed using previous Year 6 SATs.

Each time a child completes a book on *Accelerated Reader*, they take an online quiz and receive immediate feedback. This platform tracks pupils' reading practice and provides valuable insights to guide future learning.

Pupils in EYFS and Year 1 are assessed using Sounds Write diagnostic and progress checks.

At the start of each term, pupils in Year 2 to Year 6 also complete the *Star Reading* online test. This provides accurate data, including:


- **Reading Age** (in years and months)
- **Zone of Proximal Development (ZPD)**


This data helps us tailor reading instruction and book selection to support each child's progress.





# Culture - A Love of Reading


At St Joseph's, fostering a lifelong love of reading is central to our ethos. We offer a wide range of opportunities and experiences to inspire children and make reading a joyful part of everyday life:


 **Daily Storytime:** At 1pm and 3pm, teachers read aloud from our 'must-read' *Reading Spine*, immersing children in stories and sparking imagination.


 **Home Reading for Early Readers:** Pupils take home three books—two phonically decodable and one from the class library—to encourage enjoyment and practice.


 **Inviting Reading Spaces:** Every classroom features a comfortable, well-stocked reading area where children can relax and enjoy books.


 **School Library Access:** Our dedicated library space allows children to explore and immerse themselves in a wide variety of texts.


 **Local Library Visits:** Every three weeks, each class from Year 1 to Year 6 visits the local library to borrow books of their choice.


 **Access to a Wide Range of Books:** Pupils are encouraged to use classroom reading areas and libraries alongside their reading scheme books. We keep them stocked with exciting, engaging texts.


 **World Book Day Celebrations:** Activities include 'Book in a Box' competitions, book swaps, sales, staff sharing favourite reads, and a themed book café.


 **Displays:** Topical books are displayed all throughout school, including corridors.


 **Lunchtime Reading Clubs:** Held in our Reading Shed for EY/KS1 and KS2, these clubs promote reading for pleasure in a relaxed setting.

 **Reading Rangers:** Selected pupils champion reading across the school. They read with buddies, monitor reading areas, track 'golden coin' rewards, and support use of outdoor reading spaces.

 **Author Visits:** Real-life authors visit school to inspire and engage children with the world of writing and storytelling.

 **Termly Book Awards:** Staff nominate pupils for reading progress and effort, celebrating achievements in reading.

 **Book Fairs:** These provide families with opportunities to purchase books for home reading and help fund new high-quality texts for school.


 **Home Reading Incentives:** Initiatives like '5 for 5' reward children for reading at least five minutes, five times a week. 'Reading is a Treasure' awards golden coins for each home reading session





# Parental Engagement

Parental engagement has a **meaningful impact** on children's academic outcomes, including reading. On average, effective parental engagement can lead to **four months of additional progress** over the course of a year. We are dedicated to giving parents structured support combined with book access to ensure meaningful engagement, especially those from disadvantaged backgrounds. This improves reading outcomes but also fosters a stronger reading culture overall.


At St. Joseph's:

 **Home School Reading System** - Children take home a book matched to their phonics ability/ Zone of Proximal Development (ZPD). They will also bring home a book of their choosing from their class library or from Coundon library. We ask parents to read three times per week with their child and sign their Reading Record so we can monitor engagement. Those who do read at home, will receive a gold coin to put in their class chest. This is then rewarded at the end of the week.

 **Phonics Workshops** – Parents are invited into school to join their child during a phonics workshop. This provides an opportunity to see how we teach our children to read and learn strategies to use to at home when reading.

 **Phonics Website Page** – Includes links to YouTube videos to use at home.

<https://stjosephscoundon.bhcet.org.uk/curriculum/curriculum-subjects/phonics>

 **Starbooks** – Half termly reading cafes where parents and carers can join their child to share a book and a hot drink.

 **Book Fairs** – Parents are invited to attend our book fairs.



# EYFS Progression

|                      | Three and Four-Year-Olds   | Reception   | Early Learning Goals   |
|----------------------|--|---|--|
| <b>Phonics</b>       | <ul style="list-style-type: none"> <li>Join in with rhymes and songs</li> <li>Recognise initial sounds in words</li> <li>Begin to hear and say sounds in words</li> </ul>          | <ul style="list-style-type: none"> <li>Blend sounds into words</li> <li>Read simple words and captions</li> <li>Recognise taught digraphs and trigraphs</li> </ul>  | <ul style="list-style-type: none"> <li>Say a sound for each letter of the alphabet</li> <li>Read words consistent with phonic knowledge</li> <li>Read aloud simple sentences and books</li> </ul>          |
| <b>Fluency</b>       | <ul style="list-style-type: none"> <li>Understand that print carries meaning</li> <li>Recognise familiar logos and signs</li> </ul>  | <ul style="list-style-type: none"> <li>Read simple phrases and sentences</li> <li>Re-read books to build fluency and confidence</li> </ul>  | <ul style="list-style-type: none"> <li>Read aloud simple sentences with accuracy and fluency</li> <li>Demonstrate understanding through re-reading</li> </ul>  |
| <b>Comprehension</b> | <ul style="list-style-type: none"> <li>Listen to and talk about stories</li> <li>Retell familiar stories using own words</li> <li>Answer simple questions about stories</li> </ul> | <ul style="list-style-type: none"> <li>Make predictions based on illustrations and text</li> <li>Describe characters, settings, and events</li> <li>Discuss story structure (beginning, middle, end)</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrate understanding of texts read to them</li> <li>Retell stories and anticipate key events</li> <li>Use recently introduced vocabulary in context</li> </ul> |
| <b>Vocabulary</b>    | <ul style="list-style-type: none"> <li>Learn new words through stories and play</li> <li>Use new vocabulary in conversations</li> </ul>  | <ul style="list-style-type: none"> <li>Use vocabulary from stories in role play</li> <li>Engage in extended conversations about texts</li> </ul>  | <ul style="list-style-type: none"> <li>Use and understand vocabulary from texts</li> <li>Apply new vocabulary in different contexts</li> </ul>   |
| <b>Poetry</b>        | <ul style="list-style-type: none"> <li>Join in with rhymes and songs</li> <li>Recognise rhythm and rhyme in speech</li> </ul>  | <ul style="list-style-type: none"> <li>Recite rhymes and poems by heart</li> <li>Use expression and intonation when performing</li> </ul>   | <ul style="list-style-type: none"> <li>Perform poems and rhymes with confidence</li> <li>Use intonation and movement to enhance meaning</li> </ul>   |
| <b>Non-Fiction</b>   | <ul style="list-style-type: none"> <li>Explore simple non-fiction books</li> <li>Talk about facts and information</li> </ul>   | <ul style="list-style-type: none"> <li>Understand purpose of non-fiction texts</li> <li>Use vocabulary from informational books</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrate understanding of non-fiction texts</li> <li>Explain ideas and concepts using learned vocabulary</li> </ul>  |

# Progression of Skills

| Skill Focus                                    | Year 1   | Year 2   | Year 3  | Year 4   | Year 5  | Year 6  |
|--|--|--|---|--|---|---|
| <b>Word Reading</b>                            |  |  |   |  |   |   |
| <b>Phonics and Decoding<br/>(Word Reading)</b> | <p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll, we'll.</p> | <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To accurately read most words of two or more syllables.</p> | <p>Apply growing knowledge of root words and prefixes to read aloud and to understand the meaning of new words, including: in, im, il, ir, dis, mis, un, re, sub, inter, super, anti, auto</p> <p>Apply growing knowledge of suffixes to read aloud and to understand the meaning of new words, including: ation, ly, our, ture, sure, sion, tion, ssion, cian.</p> | <p>Read most words fluently and attempt to decode unfamiliar words.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Apply phonic knowledge of root words, prefixes and suffixes to read aloud fluently.</p> | <p>Read most words fluently and attempt to decode unfamiliar words.</p> <p>Apply knowledge of morphology and etymology to read and understand unfamiliar words.</p> | <p>Read fluently using knowledge of root words, prefixes and suffixes to decode and understand unfamiliar vocabulary in context.</p> <p>Apply growing knowledge of root words, prefixes and suffixes, and read aloud fluently including: sion, tion, cial, tial, ant, ance, ent, ence, ency, able, ably, ible, ibly</p> |
| <b>Common Exception Words</b>                  | Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.  | Read most Year 1 and Year 2 common exception words.  | Read further exception words appropriate to Year 3/4.   | Read all Year 3/4 exception words accurately and automatically.  | Read most Year 5/6 exception words.   | Read all Year 5/6 exception words fluently and accurately.  |
| <b>Fluency</b>                                 | Read aloud accurately books that are consistent with developing phonic knowledge. Reread texts to build fluency and confidence.  | Read aloud books closely matched to phonic ability, sounding out unfamiliar words accurately and without undue hesitation.   | Read books accurately and fluently without overt sounding and blending. Reread to build fluency and understanding.  | Read further challenging texts fluently, showing understanding through intonation and phrasing.  | Read with increasing fluency and expression, showing comprehension through pace and emphasis.   | Read fluently and confidently, integrating expression, tone and intonation to support understanding.  |
| <b>Comprehension</b>                           |  |  |   |  |   |   |
| <b>Vocabulary</b>                              | Discuss word meanings, linking new meanings to those already known.  | Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss favourite words and phrases.  | Check that the text makes sense, discussing understanding and explaining the meaning of words in context.   | Discuss vocabulary and phrases used by the author to capture the reader's interest and imagination.  | Discuss and evaluate how authors use language, including figurative language, to create impact and meaning.   | Analyse and evaluate the impact of language, including figurative and emotive language, on the reader.  |
| <b>Inference and Prediction</b>                | Make simple inferences about what is being said and done. Predict what might happen next based on what has been read so far.   | Make inferences about characters' feelings and motives from what is said and done. Justify predictions using evidence from the text.   | Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.  | Draw inferences about characters and settings and justify with evidence. Predict what might happen based on details stated and implied.  | Infer characters' feelings, thoughts and motives from evidence and justify predictions with reference to the text.  | Discuss and evaluate how authors use language to influence the reader's perception and draw reasoned inferences based on evidence.  |
| <b>Explanation and Comparison</b>              | Listen to and discuss a wide range of stories, poems and non-fiction at a level beyond independent reading. Link what is read to own experiences.  | Discuss and sequence events in stories and recounts. Retell a range of stories and explain preferences.  | Identify themes and conventions in a range of books. Discuss how language and structure contribute to meaning.  | Identify and discuss themes and conventions across a wide range of writing. Explain how language, structure and presentation contribute to meaning.  | Recommend books to peers, giving reasons for choices. Compare themes and viewpoints across authors and genres.  | Discuss and evaluate how authors use language, structure and presentation. Compare and contrast themes and perspectives across a range of texts.  |

|                                  |   |  |   |   |   |  |
|----------------------------------|---|--|---|---|---|--|
| <b>Retrieval and Non-Fiction</b> | Recognise that non-fiction books are structured in different ways. Retrieve information from simple non-fiction texts.    | Retrieve and record information from non-fiction texts.  | Use dictionaries to check the meaning of words. Retrieve and record information from non-fiction texts. | Retrieve and record information from non-fiction texts, using text features and organisational devices effectively. | Retrieve, record and present information from non-fiction texts for different purposes.             | Retrieve, record and present information from non-fiction texts accurately, summarising and synthesising key points. |
| <b>Sequencing / Summarising</b>  | Retell familiar stories in sequence.<br>Discuss the sequence of events in books and how items of information are related. | Sequence events in books and recounts.<br><br>Discuss how events link together.  | Identify main ideas drawn from more than one paragraph and summarise these.                             | Identify key details and summarise main ideas from across paragraphs.   | Summarise main ideas from across a text, identifying key points that support understanding.         | Summarise and evaluate main ideas and themes across a range of texts succinctly.                                     |
| <b>Poetry and Performance</b>    | Recite simple poems by heart with appropriate intonation to make the meaning clear.                                       | Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting with appropriate intonation. | Prepare and perform poems and play scripts showing awareness of the audience.                           | Perform poems and play scripts using appropriate intonation, tone, volume and action.                               | Perform poems and plays with expression and control, showing understanding through tone and volume. | Perform and present texts using intonation, tone, volume and action to maintain the interest of the audience.        |

This progression is based on the statutory National Curriculum for English (2014) and supports its aims for word reading and comprehension through a framework that focuses on vocabulary, inference, prediction, explanation, retrieval and sequencing/summarising. It outlines clear development from Year 1 to Year 6 in line with the requirements for Key Stages 1 and 2.