



St Joseph's Catholic Primary School

Reading Policy

Mission Statement

Following in the footsteps of Jesus; we live, love and learn.

Inclusion Statement

In this school, we are educating our children to:

- know who they are - a special and unique gift from God
- know why they are here - we all have a purpose and responsibility to look after God's world
- work hard and aim high for their future - find and use their God given talents to become everything that God intends them to be

We are a Catholic community, in a modern society, where everyone is equal. As a Catholic School, we strive to reflect the teachings of Christ and live out the Gospel Values in everything that we do. The most loving and merciful Jesus Christ is our role model, and He welcomed everyone. All children are welcome in our school; they and their families become part of our St. Joseph's family. We will love and nurture them, and do our best to help them to become everything that God intends them to be.

At St Joseph's Catholic Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Adopted by Governors	
Date	22.01.2025
Review Date	22.01.2027

(signed on hard copy)

POLICY INTENT

The Intent of our reading curriculum is for children to quickly become fluent and confident readers who use this key life skill to make the most of their learning opportunities.

We want them to be enthusiastic readers who have their imaginations kindled through quality stories and novels. We want our learners to extend their general knowledge of the world and have their curiosity sparked as they research and enquire through a range of media.

We want them to understand an author's intentions and in turn, develop their own vocabulary to express themselves clearly. Working with parents, we intend that our pupils leave St Joseph's with a positive opinion of themselves as readers, ready for the next stage of their educational journey.

"I grow fond of David, who lays a single stone before Goliath and a single book, the Psalms, in the mouth of the world...Until a man begins to read, then He will discover himself." Psalms 2:1-12

IMPLEMENTATION OF THIS POLICY

Each pupil will participate in a daily Guided Reading session, either as a whole-class, small group or 1:1. Identified pupils (at least 20% of each class) will receive 1:1 teaching of reading session daily. Each child in the class will be listened to at least weekly, regardless of fluency and ability. Foundation stage pupils will experience a 1:1 teaching of reading or language development session daily.

Our school is working in line with National Expectations; by the end of the year the majority of pupils will be able to read the following bands in bold making them EXS (expected standard). Pupils reading above these bands may be GDS (greater depth standard) depending on their corresponding comprehension skills.

Reception Phase 2, 3 and Phase 4 phonic readers (texts that are closely matched to the sounds that have been recently taught)

Year 1 Phase 4 and Phase 5 phonic readers (texts that are closely matched to the sounds that have been recently taught)

Year 2 turquoise/purple/ gold/white/lime

Year 3 to 6 access reading books based on their ZPD scores in STAR reading assessments.

All children will also have a book from the library to read alongside their reading scheme book. This is a book of their choice to share at home, it is not selected from texts at their reading level to match their Phonics development – it is simply what they like the look of or are interested in.

READING BY SIX

We firmly believe that children should be enjoying books independently by the age of six. As some of our children enter school with little or no experience of books, we strive to provide a rich literary environment. We progress children's comprehension and love of books through spoken language and vocabulary teaching through picture books and topic role play. Sharing texts with adults and older children is something we encourage for our younger pupils, through regular story times and reading buddies. We aim to build strong home links as we know children, who read at home, do better in school. We hold parent workshops and communicate through home school reading diaries. All pupils have access to our school library and can borrow books to take home. Through Class Dojo, we suggest book recommendations that children may enjoy, based on class novels and other texts shared in class.

PHONICS

Daily, systematic phonics teaching using Red Rose Phonics is taught in Pre-School, Reception, Year 1 and Year 2 as the children progress through the phases. We use a multi-sensory approach in our teaching; singing, movement, interactive games and ICT often form part of the daily session. Teaching is focused, differentiated, fast-paced, varied and engaging. All staff are trained in the teaching of Phonics using Red

Rose Phonics as the basis for teaching, sequencing and progression. All Support Staff in school deliver a Phonics Intervention in KS1 each afternoon in addition to the taught Phonics session in the morning. This is because we place such great emphasis on supporting children to consolidate their learning so that they can make rapid progress in this crucial building block for all learning. Children in KS2, who require phonics intervention, complete the Bounce Back Phonics programme, which builds on Red Rose Phonics delivered in KS1.

Success is regularly celebrated to motivate learners. Children post handwritten letters to the Headteacher when they are ready for the next set of Reading books so that they can read 1:1 with the Headteacher, they also receive a Reading Award in assembly. Children in KS2 receive reading awards in assembly when they have completed a certification through Accelerated Reader.

ORGANISATION OF READING

Staff make reference to the simple view of reading so that they are aware of children who can decode and comprehend text in varying degrees. Teaching is cohort-dependent; staff use their professional expertise to choose whole class, group and individual lessons as appropriate.

In KS2, a whole class reading approach is mainly used, which is supplemented through guided reading and 1:1 reading. During guided reading and 1:1 reading, an emphasis is placed on developing the fluency and prosody of children's reading, as well as developing children's understanding of written language and the connections to the wider world.

Staff select texts to read in class from our reading spine, from texts linked to current learning, recommendations or based on the interests of the class. Our reading spine is regularly reviewed and is based on the '5 Plagues of a developing reader', which ensures that children cover a broad range of books, in terms of language, content or structure. We believe that this approach enables children to navigate reading with confidence.

5 PLAGUES OF A DEVELOPING READER

- Archaic language
- Non-linear time sequences
- Narratively complex
- Figurative/Symbolic texts
- Resistant texts

1:1 TEACHING OF READING SESSION

This session could be delivered by the class teacher or TA support and is the most effective way to teach reading.

1. Introduce / recap book
2. Explain focus of session
3. Adult model reading, emphasis on expert prosody and fluency
4. Pupil reads, attempting to copy the 'performance' of the adult
5. Praise given – next steps
6. Adult ask questions based on text
7. Review learning

GUIDED READING

Guided reading is taught regularly through school. It is one of the main strategies we use to teach the skills of reading. Children are taught in ability groups. Our resources include books that complement the home

reading scheme, phonics based texts and 'real' books. Books that link to curriculum areas and explore global and environmental issues form an important part of our resources.

Books should be selected at instructional level for each group and the teacher reads each book/chapters before each session to aid questioning.

Suggested structure of each session

1. Share objective / target
2. Short introduction the book – title, this is a book about.... Link to own experiences
3. Walk through text – vocabulary, comprehension, strategy check
4. Independent read /1:1 reading – teacher to move round group to 'listen in' to observe reading behaviour, fluency, prosody, advise and praise strategy use, next steps
5. Return to text as group - respond to text, comprehension etc. refer to lesson objective address common misconceptions

Observations of reading behaviours and responses to reading inform the teacher of next steps for learning.

HOME READING

We aim to instil in children the importance of home reading and develop a consistent approach across school.

Our core home reading scheme in Reception, and Year 1 comes from a variety of different publishers that meet the needs of the children and are closely matched to the sounds that have been taught. In Year 2 we also have a variety of text that are book banded from turquoise to lime to run alongside National Reading Expectations. Each classroom has its own library area and we also have a school library where children can choose books for independent reading and research.

In KS2, children choose home reading books based on their ZPD score achieved in a STAR reading assessment. This gives children a 'level' of book to choose from. Teachers and support staff monitor this to ensure that children choose books matched to their reading ability.

Home reading records will be checked and pupils' books will be changed on a regular basis. Teachers make reference to the changing of books and the importance of bringing books into school on a daily basis. Each child receives a ticket every time they read at home and this goes into a prize draw at the end of each half term. KS2 children use the Accelerated Reader programme as an incentive to read. Once children have read a book, whether that be individually, with a parent or a class novel, they complete a quiz linked to it. From this, children are awarded points, which build towards targets that children, parents and staff can monitor through the app. Certificates are awarded in assembly when children reach new certifications and individual class teachers have their own reward systems.

We endeavour to raise the profile of reading at home through certificates, reading challenges, author visits, book review competitions, celebration of World Book Day, online reading, regular developments of the school libraries including new texts and display areas, Year 6 librarians, who promote and encourage reading across school.

READING FOR PLEASURE

We encourage children to read for pleasure in a variety of ways: by investing in new release books such as the 'Little People, Big Dreams' series; displaying books in an inviting way; encouraging reading buddy partnerships with older and younger pupils; sharing class novels regularly from Year 2 upwards; encouraging pupils to read by recommending books to them and engaging in the Fantastic Book Awards (Year 6) and Brilliant Book Awards (Year 2).

ENRICHMENT

Other activities take place in school to enrich our reading curriculum. These include

- Themed curriculum events
- Reading competitions
- World book day
- Poetry challenge
- Author visits and book signings
- Drama activities
- Philosophy 4 Children
- Fantastic Book Awards
- Holiday reading challenges
- Second hand book sales

MATERIALS USED IN SCHOOL INCLUDE:

Oxford Reading tree
Little Blenders
Junior Learning
Floppy's phonics
Read, Write Inc
Dandelion Readers
PM Benchmark
Project X
First News
Picture News
Cracking Comprehension
Reading Explorers
Lancashire library loan and topic boxes

ADDITIONAL NEEDS

Children who are not making expected progress in reading are monitored closely. Advice may be sought from the Reading subject leaders, in the first instance. They may be assessed using tests designed to indicate reading skill gaps. They may be involved with extra one to one reading time with an adult or be given extra intervention. Support staff are trained in the following resources: Read Write Inc; Nessy; Wiggly Readers; IDL. Dedicated resources for reading recovery are used for children working below national expectations. Parents may be invited to workshops or given strategies on how to support their child at home from the classteacher or SENDCO.

MEASURING THE IMPACT OF OUR POLICY

MONITORING, REVIEW AND EVALUATION

Our approach to the teaching of reading is regularly reviewed in light of current best practice and latest educational research. Subject leaders and SLT regularly meet to review assessment data, discussions with staff and pupils and learning in books. These meetings then inform next steps in the delivery of reading.

A record of 1:1 reading is kept by each class teacher. Class teachers are expected to know which children are reading regularly at home and make contact with those parents who do not support home reading.

Termly pupil progress meetings will give the teacher opportunity to discuss progress against targets with the Head teacher. Interventions are evaluated and reviewed; new interventions are planned.

RECORD KEEPING AND ASSESSMENT

Class teachers are responsible for the day to day assessment of phonics and reading skills. The Foundation Stage Profile is used in Reception to Year 1, and the end of Year national expectations are used in KS1 and KS2. In Reception, Year 1 and Year 2, each half term a phonics tracker is complete to show where the children are, are they in line with expected trajectory and if not what interventions can be put in place to narrow the gap. When children in Year 2 have moved on from Phase 5 phonics and begin reading from turquoise band, each half term their progress in book band level is recorded. Year 2 children will also complete national SATS for reading as another indicator of their reading ability. Summative data is inputted to Insight data tracker in the Autumn, Spring and Summer term, which is then discussed in pupil progress meetings and informs next steps.

In KS2, children complete a termly written assessment (produced by Testbase) and an online STAR reading assessment, which is an intuitive online assessment. KS2 regularly meet to discuss reports generated from STAR assessments to identify next steps, particular children that may require further support and to evaluate if our overall approaches to reading remain effective.

NATIONAL STANDARDS

Each year the outcomes of the EYFS, the Year 1 phonics screening, end of KS1 and KS2 tests are analysed by the Headteacher, SLT and Governors. Data led priorities will then inform our next course of action. We compare the progress and attainment of our children against national standards and have ambitious aims for each cohort.

CONCLUSION

The ability to read fluently, confidently and with enjoyment is a vital key to success not only at school but also in later life. We aim to give St. Joseph's children the best possible start to their school lives and beyond. Our aim is that every child leaves school as a confident, fluent reader.

Reviewed by staff January 2025

This policy will be reviewed every two years