

# English (Reading) Policy

Blessed is he who reads and those who hear the words of the prophecy, and heed the things which are written in it; for the time is near

Revelation one:3



## **'Feeding Hearts and Minds'**

The peace, joy and love of Christ is at the heart of all that we do in our school. Through religious education, school policy and, primarily, our culture of prayerfulness, charity and joy, we seek to share the Gospel with our families, our parish, our community and the wider world.

Using the example of Jesus Christ, we cultivate the skills of heart and mind that allow us to develop our talents and take a shared responsibility for ourselves, each other and the world He gave us. We profess our faith proudly and recognise that we are called to a loving relationship with God through the sacraments, scripture and prayer.

Our school is animated by love and our shared faith and clear values drive our behaviour and our relationships; we are tolerant and respectful of the unique value of each person. Our individual needs and talents are recognised and nurtured in a warm, inclusive environment where we are able to use our gifts for the glory of God and in loving service of others.

We have excellent role models who empower us to believe in ourselves and provide us with an outstanding education and a wide range of opportunities – our aspirations for the future are high and we believe that through God's grace we can grow, learn and realise our full potential.

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of The Blessed Sacrament Catholic Primary School Catholic Primary School, based on best practice advice from Lancashire County Council.

This policy should be read in conjunction with the following documents:

- Teaching and Learning Policy
- Marking and Feedback Policy
- Handwriting Policy (Appendix A)
- Assessment Policy
- Inclusion Policies

### **READING STATEMENT OF INTENT**

At The Blessed Sacrament Catholic Primary School, we have high aspirations for all of our children in English. We aim for all our pupils to be capable readers, writers, spellers and speakers, who can transfer their English skills to other subjects and who are prepared for the next steps in their learning. We aim for them to be independent, resilient and self-motivated pupils. We encourage them as readers, who select books for purpose and pleasure. We want them to use their reading skills as an integral part of their learning across the curriculum and we read regularly to children so as to model good practice in reading.

### **NATIONAL CURRICULUM AIMS**

The national curriculum for Reading aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

### **STATUTORY REQUIREMENTS**

#### **EARLY YEARS FOUNDATION STAGE**

**Literacy Early Learning Goal** - Children **read** and understand simple sentences. They use phonic knowledge to decode regular words and **read** them aloud accurately. They also **read** some common irregular words. They demonstrate an understanding when talking with others about what they have **read**.

#### **KEY STAGE ONE AND KEY STAGE TWO**

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home.

### **APPROACHES TO, AND PEDAGOGY OF, READING**

At The Blessed Sacrament Catholic Primary School Catholic Primary School, we incorporate a range of strategies into our teaching and classroom practice to ensure that we meet the needs of all of our

learners in a way that is appropriate to their age and ability. Below is the best practice we strive for in school as we believe this suits our children.

### Phonics

The teaching of phonics is a vital part of the initial reading taught at The Blessed Sacrament Catholic Primary School. We follow the Letters and Sounds guidance for phonics, ensuring a consistent approach in early years, into key stage one and for those children who still require phonics in key stage two. Appendix one shows the progression of sounds and the order in which we teach them. In Early Years and Year one, phonics is taught daily in classes, with children below age related expectation receiving additional intervention outside of the phonics lesson. In Year 2, children are taught phase 6, then move on to the No Nonsense Spelling approach used in school.

Displays around school, word mats, word cards and flash cards are taken from our school resources to maintain the consistent approach for all our children.

Assessment is carried out each half term and a tracker is filled in so that progress and attainment can be monitored and tracked for each child.

When children can competently read all of the sounds, they will progress onto No Nonsense spelling.

Year Group	Autumn	Spring	Summer
Nursery	Phase 1	Phase 1	Phase 1
Reception	Phase 1/Phase 2	Phase 3	Phase 3/Phase 4
Year 1	Phase 5	Phase 5	Phase 5 Year 1 spelling objectives
Year 2	Phase 6 No Nonsense Spelling	No Nonsense Spelling	No Nonsense Spelling

### Guided Reading

Starting in Reception, Guided Reading at Blessed Sacrament is a daily carousel of activities with children grouped according to ability. Teachers are given a set planning format and follow the non-negotiables set out in appendix 2. All activities are based around developing reading skills.

Objectives are taken from the relevant Learning and Progression Steps (LAPS) for the children.

In Reception, children are grouped according to phonics phase, carrying out a short reading focused activity with a teacher every 2 weeks, moving towards a weekly activity by the end of the year.

In Year one, children are grouped according to phonics phase. Guided reading is a daily activity for one5 minutes and children will receive 2 guided reading sessions a week, one with a phonics focus and one with a comprehension focus. They follow this pattern :

Teacher Led activity, Teaching Assistant led activity, an independent phonics game linked to sounds and games played in phonics sessions, a reading for pleasure activity and a follow up activity where appropriate.

In Year 2, children are grouped according to book band. The book they read with the teacher is pitched a book band higher than what they are on for home reading to encourage children to tackle unfamiliar words and try a variety of strategies taught in English lessons. Children who are still not yet secure with phase 5 of Letters and Sounds will receive 2 guided reading sessions a week, one with a phonics focus and one with a comprehension focus.

Guided reading is a daily activity for one5 minutes and follows this pattern :

Pre-read (including developing of vocab). Teacher Led activity, follow up activity, a reading for pleasure activity and a comprehension or phonics activity where appropriate. Support in class will be directed by the class teacher to provide additional support where needed. Children are provided with reading journals to carry out activities in.

In Key Stage 2 children are grouped according to book band. The book they read with the teacher is pitched a book band higher than what they are on for home reading to encourage children to tackle unfamiliar words and try a variety of strategies taught in English lessons. Guided reading is a daily activity for thirty minutes and follows this pattern:

Pre-read (including developing of vocab). Teacher Led activity, follow up activity, a reading for pleasure activity and a comprehension or phonics activity where appropriate. If there is support in class, it will be directed by the class teacher to provide additional support where needed. Children are provided with reading journals to carry out activities in.

### **English Lessons**

In addition to phonics, spelling and guided reading, children will be taught reading as part of the phased approach in English from Year one to Year 6. A set planning format is used in all year groups. The reading phase is the first phase of teaching in an English Unit. Children will be explicitly taught reading strategies for new words as well as vocabulary development. All objectives for the reading phase will be taken from the LAPs for the year group. Activities planned will be focused around modelling, sharing and demonstrating understanding of the passage they have read, using high quality texts and reinforced with engaging and supportive working walls. Activities to support the learning objectives may include drama, role play, hot seating, mind mapping, character descriptions etc.

Each year group covers a range of genres and includes fiction, non-fiction and poetry.

### **1:1 Readers**

In addition to reading in phonics, guided reading and English lessons, we recognise the importance of one:one reading to enable children to progress.

In Reception and Key Stage One, class teachers listen to the children read on a one:one basis at least once a week. Each class has a group of target readers, children who need to read every day in school on a one:one basis with an adult. Children are identified because they have SEN, EAL, they are below their age related expectations or because they don't read at home.

We also have a 'reading buddy' scheme. Trained Year 5 and target Year one children come together twice a week to give the year one children another chance to practice their reading skills.

### **Home Reading**

Home reading is a vital way for the children at our school to practice the strategies taught in guided reading and English lessons. We use books from Oxford Reading Tree. In Reception and Key Stage one, children will move through the phonics phases, in line with their phonics teaching, and then onto the coloured book band system. In Key Stage 2, the children will progress through the book bands at the pace and level according to their ability.

In Reception and Key Stage One, children will be given a 'core' reading book. This will be linked to the Letters and Sounds phase they are on, so they can practice the sounds they have been taught in phonics lessons. A reading record will accompany the reading book so parents can make comments about reading at home. Children will be encouraged to read at home 3 times a week, with books

brought into school daily. Books will be changed by TAs in reception and year one and in year 2, children will progress to changing their own book from a given book band.

In Key Stage Two, children will be given a 'core' reading book. This will be linked to the reading book band they are on, considering both their word reading ability as well as their comprehension of the text. A reading record will accompany the reading book so parents can make comments about reading at home. Children will be encouraged to read at home 3 times a week, with books brought into school daily. Books will be changed when the children are ready to have them changed.

Home reading will be closely monitored by the English faculty. Staff will have a home reading folder in each classroom which logs how often the children are returning and changing their reading books. Class teachers will be encouraged to question parents when books aren't returned. Parent sessions are provided throughout Early Years Foundation Stage and Key Stage One to ensure that parents understand the expectations of the system.

A child will move up the book band system when the class teacher has assessed them as ready. In EYFS and Key Stage one, the knowledge will come from one:one reading with the children, their phonics level and reading of tricky words. In Key Stage 2, children will be listened to read by the class teacher at least once a half term to ensure they are on a suitable book band.

### **Reading Environments**

Every classroom has a reading area which contains books that are relevant to the current reading and interest level of the children and are linked to the topics currently being studied in class. The area should be inviting and engaging to encourage children to want to read. The expectations of reading environments are listed.

In EYFS, story time will take place every day for one0-one5 minutes, modelling good reading to the children and instilling in them a love of books. In Years one to 6, class teachers will choose a novel to share and read with the class. This will be a high quality text that may be by an unfamiliar author or a book that the children may not have discovered by themselves. Class reading time is for one0 minutes at the end of every day. The book that is being read will be displayed outside the classroom.

### **Wider Reading**

In school, we are fortunate to have a wonderful library area. Each class has a timetabled slot each week to visit the school library so that the children can choose a book for pleasure, something that interests them and encourages them to read. As we subscribe to the Lancashire book bus, books in the library are changed every year to freshen up the area and spark the children's interest. We also borrow books from the schools library loans service so that teachers have a range of books linked to the current topics for the children to read in classrooms.

### **USE OF ICT**

ICT is an integral part of all learning at The Blessed Sacrament Catholic Primary School. With reading, teachers use the in class touch screens to support learning with interactive games, enlarging text to be read aloud and to show children passages to draw attention to key features.

We also use Teach Your Monster To Read in Reception and KSone as well as Purple Mash and Espresso to support learning.

### **ASSESSMENT IN READING**

Teachers are encouraged to use a range of assessment for learning techniques when assessing reading. Assessment should be focused around the LAPS objectives that are relevant for that child. Each class guided reading folder should have the relevant LAPS for each group so that teachers and support staff can make notes and date when the children have demonstrated that objective. Data should be submitted by the data drop date using SIMS. Children should be assessed as working towards a year group, at expected standard or exceeding the year group. If children are below age related expectations, it may be that they are placed on PIVATs system to give clear targets and show small steps of progress. After each data drop, class teachers will complete a gap analysis document to highlight concerns in reading and discuss which children require additional support. We will also use the Salford Reading test to give us reading ages for key children.

### **INCLUSION AND INTERVENTION**

Some children will find reading a challenge and we offer a number of ways to support them in school. In the afternoon, we have several TA Level 3 who can carry out intervention programmes to give children extra support for a period of time. Those interventions are Read, Read, Write, Fast Track Phonics and Bounce Back phonics.

Should children continue to find reading a challenge, staff should refer to our inclusion and SEN policy to look at further ways to support identified children. After discussions with the SENCO, provision maps may be required, or children may need referral to outside agencies for support.

### **Children working above age related expectations**

For children working above age related expectations, they are given the opportunity to read more complex books as home reader or from the library. The LAPs statement for these children will be taken from a LAP that is ahead of age related expectation.

During the reading phase of the English teaching sequence, the children will be challenge in different ways, for example higher order questioning, more demanding texts, they may be given a choice of ways to record the information or the research tasks they are given could be more challenging.

### **ROLES AND RESPONSIBILITIES**

#### **CLASS TEACHER**

- To plan engaging and inspiring reading lessons in line with school policy and as part of the English teaching sequence.
- To be responsible for keeping assessment documents for their class up to date.
- To listen to children read on a regular basis, ensuring that they are on an appropriate book band.

#### **SUBJECT LEADER**

- Ensure curriculum progression through the school.
- Monitor and review the english Curriculum, pupils` standards and teaching of the subject.
- Maintain resources, their storage and availability.
- Support and advise colleagues about english.
- Encourage and seek out staff development keeping staff informed of relevant courses and encouraging shared learning experiences.

## **HEADTEACHER**

- Supporting members of the English faculty.
- Allocating the budget.

## **MONITORING AND EVALUATION**

As reading is a key element of our curriculum, monitoring of the subject will take place by English faculty members on a regular basis. This will include book scrutinies, lesson observations, planning checks, analysis of data and learning walks around school. Feedback will be given to staff to raise and improve standards across school.

A subject development plan for reading and phonics is created by the Faculty Lead at the start of each term to highlight the key areas to focus on linked to the school development plan. This is then broken down into a weekly overview.

## **RESOURCES**

Home reading books – the school has a wide range of home reading books to support reading at a variety of levels.

Guided reading books – school has guided reading books stored in the school library. These books are in phonics phases up to turquoise, then organised by colour.

Class texts – class teachers are given a budget per term which can be used to buy novels or texts for English units.

Phonics resources – the online library has a variety of phonics resources that can be printed off and made up for use in class and intervention groups.

Online Library – all staff have access to the online library on sharepoint, where they can find resources to support their teaching in the English subject folder.

## **PROFESSIONAL DEVELOPMENT AND TRAINING**

The Faculty Leader for English will attend appropriate training for their role. As part of ongoing monitoring and evaluation in school, training and professional development needs will be identified and suitable courses/support provided for staff as required. Staff meetings will provide training for all staff when required.



## Reading Policy

May 2020

The implementation of this policy will be monitored by Reading Lead in consultation with SLT.  
This policy will be reviewed as appropriate by the FCC committee on behalf of The Governing Body.

Intended Policy Review Date – July 2021

Approved by: \_\_\_\_\_ (Headteacher)

Date: \_\_\_\_\_

Approved by: \_\_\_\_\_ (Governor)

Date: \_\_\_\_\_