

Diocese of Nottingham
...working in partnership with
The Our Lady of Lourdes Catholic Trust

St Philip Neri with St Bede Catholic Voluntary Academy
Policy Document



Reading

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READING POLICY

Intent

At St. Philip Neri with St. Bede Catholic Primary Academy, it is our desire that our teaching ensures consistently high standards of reading across the school, following this policy which all staff understand and follow. Pupils should be exposed to a variety of reading opportunities and value reading as a key life skill that will be accessed in all subjects as well as allow them to access knowledge in all areas of learning. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

We recognise that the expectations outlined in this policy are intended to apply to the overwhelming majority of children in our school. However, we recognise that there will be occasions where staff will be required to personalise the expectations for some children, e.g. those with specific barriers to reading. We will equip and inspire pupils, and their carers, to practice this skill outside of the classroom on a daily basis in order to aid progress.

In Foundation Stage and Key Stage 1, we use the Little Wandle Letters and Sounds Revised scheme, which is a systematic and synthetic phonics programme. Any pupil leaving this scheme moves on to formal Guided Reading sessions.

Implementation

Staff will ensure that expectations of how reading is to be accessed at each Key Stage is shared with pupils and parents. This will be actively modelled at the beginning of each academic year and then referred to frequently by all staff.

[Early Reading in Foundation Stage and Key Stage 1](#)

In Foundation Stage and Key Stage 1, we use the Little Wandle Letters and Sounds Revised scheme, which is a systematic and synthetic phonics programme.

We start teaching phonics in Nursery following the Letters and Sounds programme. From Reception, phonics is taught using the Little Wandle Letters

and Sounds Revised progression programme (Appendix), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. As a result, all our children are able to tackle any unfamiliar words as they read.

At St. Philip Neri with St. Bede, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Foundations for phonics in Nursery

We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and Language' and 'English'. These include:

- sharing high-quality stories and poems;
- learning a range of nursery rhymes and action rhymes;
- activities that develop focused listening and attention, including oral blending;
- attention to high-quality language;
- we ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Foundation 2.

Daily phonics lessons in Reception and Year 1

- We teach phonics for up to 30 minutes a day. In Reception, we build from 10 minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Phonics teaching begins in Week 2 of the Autumn Term in Nursery and Reception Class. For children in Year 1 and Year 2, phonics teaching begins within the first week.
- We follow the Little Wandle Letters and Sounds Revised expectations of progress.
- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
- Where applicable, children in Year 2 review Phase 5 GPCs.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same

procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Little Wandle Letters and Sounds Revised assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics ‘catch-up’ lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

Teaching reading: Reading practice sessions three times a week

We teach children to read through reading practice sessions three times a week. These:

- are taught by a fully trained adult to small groups of approximately six children;
- use books matched to the children’s secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids on pages 11–20 of ‘Application of phonics to reading’;
- are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children’s working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

In Foundation Stage 2, these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading

- A decodable EBook which is their reading practice (guided reading) book is accessed at home.
- Reading for pleasure books also go home for parents to share and read to children.
- We use the Little Wandle Letters and Sounds Revised parents’ resources to engage our families and share information about phonics, the benefits of sharing books, how

children learn to blend and other aspects of our provision, both online and through workshops.

- A Little Wandle home learning sheet goes home as part of weekly homework. This informs parents of what the children have been learning in phonics lessons that week and encourages parents to practice and reinforce the phonemes and graphemes being learnt in school.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and How To Videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leaders and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

[Guided Reading in Key Stage 2](#)

Guided Reading takes place on a weekly basis in Key Stage 2. Pupils are allocated a reading book according to their book band level. They take their book home for the week to pre-read in preparation for answering SATs-style comprehension questions. Each group is set a series of ten questions using the reading domains, and are awarded points depending on the depth of the answer, in accordance with SAT marking schemes. This prepares pupils for future formal assessments in an environment that encourages discussion and allows pupils to explore the text at a deeper level, with stamina and speed. During the lesson, all pupils are taught specific reading skills by the teacher within their group and are supported by the TA to complete the questions and/or to take part in Reciprocal Reading sessions, where appropriate.

Ensuring reading for pleasure across the whole school

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

Every class will begin the day with Genius Time (8.40-8.55am). This requires meditative or classical music to be played for the pupils to enter the room to, where they can then begin reading as their classmates arrive.

In FSU and KS1, we read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at St Philip Neri with St Bede School and our local community as well as books that open windows into other worlds and cultures.

Every classroom has an inviting book corner that encourages a love for reading. This includes a reading tree which allows pupils to record their books read as the year progresses and relevant topic books on display. In Foundation Stage, children have access to the reading corner every day in their free flow time and the books are continually refreshed. Children from Foundation 2 onwards have a home reading journal. The child records the book they have read in their journal in as creative a style as they wish. As the children progress through the school, they are encouraged to write their own comments and book review. This is modelled throughout the year at journaling club, in class and in assemblies.

We provide an online children's newspaper (First News). This is being read by classes on iPads to start the day, can be accessed at home and used by intervention groups. The child-friendly language and stimulating pictures allow children to access news from around the world at many levels of understanding.

Renaissance Readers

Accelerated Reader is a program used from Year 2-6. Children access a Star Reader test half-termly to determine the level they are reading at. The parent report is then shared with carers. Our well-stocked library is organised according to these zones and pupils are able to choose an appropriate book to read for pleasure. Each class has a dedicated library slot but pupils are able to ask to change books outside of these times. Once a book is read, they can take a short quiz to show their understanding of the text and vocabulary.

Book Swap Sheds

On each of our playgrounds, we have Book Swap sheds. These are available to swap books for all ages, including for parents following a launch on World Book Day 2022. The plan is to “bring a book, take a book” and encourage our adults to enjoy reading alongside their children.

Reading Café

We provide families in school with a time and place to gather and read as a family. This is offered to families through school on a class by class basis throughout the year. This will develop the reading skills between parent and child and share ways to read and enjoy reading together.

Local Library Offer

We co-ordinate with library staff and arrange for each class to visit the local library to create memberships and attend a session. This happens on a rota system with each year group having an opportunity to do this each academic year. We also invite library staff to come into school to promote the library as a resource and to promote/sign-post to events.

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Within Little Wandle classes, assessment for learning is used:

- daily within class to identify children needing Keep-up support
- weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment is used:

- every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
- by SLT and scrutinised through the Little Wandle Letters and Sounds Revised assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Statutory assessment

Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for catch-up

Children are assessed through their teacher's ongoing formative assessment as well as through the half-termly Little Wandle Letters and Sounds Revised summative assessments.

Within Key Stage 2 classes, assessment consists of:

- using the marking policy to assess Guided Reading lessons. Questions will be given a mark in the margin and a total at the end of the lesson
- RAG-rated dots against the specific learning objective
- consideration of, and sharing, the results of Star Reader tests
- completing test results and teacher assessments termly onto the school assessment tracker

Impact

The impact of this Reading Policy will be monitored by the Senior Leadership Team, Subject Leaders and link Governors on a regular basis through monitoring and evaluation activities, including:

- Work Scrutinies and Moderation;
- Lesson Visits and Learning Walks;
- Pupil Achievement Meetings with Class Teachers;
- Pupil interviews.