

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

Written by:	Approved by:	Approval Date:	Review Date:
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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 parents/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, move on to formal Guided Reading sessions. Once pupils complete this programme, we move to a school-wide Guided Reading programme, the details of which can be found below.

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 and follow 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, children are equipped with the ability to tackle any unfamiliar words as they read.

At St Philip Neri with St Bede School, 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 30 minutes each 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.
- Children make a strong start in Foundation Stage 2: phonics teaching begins in Week 2 of the Autumn Term.
- We follow the Little Wandle Letters and Sounds Revised expectations of progress.
- Children in Foundation Stage 2 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.

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* sessions 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. For these sessions, we use the Little Wandle Rapid Catch-up.

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 Year 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 reading book is taken home to ensure success is shared with the family (we don't send any books home, we just have the e-book).
- A decodable *e-Book* 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.

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 Year 2 and Key Stage 2

Year 2

Once pupils exit the Letters and Sounds Revised phonics programme, they moved to a Guided Reading programme. The emphasis shifts from being taught the mechanics of reading towards comprehending what has been read. In Year 2, Guided Reading takes place in small groups for 15 minutes three times a week. In these sessions, children begin to extract words from their book that need clarification, they ask questions about the text read (and begin to answer these) and they make predictions about what might happen next.

Year 3 to Year 6

Guided Reading takes place for one hour and fifteen minutes each week across Key Stage 2. All children (except those working significantly below age related expectations) access the same text (see Appendix A, B and C for the text studied across Key Stage 2). Each child is expected to arrive at their Guided Reading session having completed the pages specified by the teacher.

A Guided Reading lesson will consist of the following elements:

Element	What this looks like
Summary	Oracy starter: children summarise the pages read in pairs, identifying three main points. The teacher checks this and provides own summary of three main points.
Prosody	The teacher reads a section of the text; the children follow as this is being read. The teacher models intonation and expression.
Prosody	In pairs, the children read a section of the text to their partner using intonation and expression. The pair swap.
Clarify	Prior to the Guided Reading session, children will have identified three words where the meaning needs clarifying. They will clarify these words with a partner.
Wonder questions	Prior to the Guided Reading session, children will share up to three 'wonder' questions about the text.
Prediction (fiction)	Pupils to work in pairs to write a suitable prediction on whiteboards.
Comprehension	Children answer eight SATs-style questions set by the teacher that cover a range of reading domains.

Review	Teacher to review answers with the whole class and provide time for children to address any misconceptions. Pupils end the session with self-assessment and the opportunity to <i>check</i> errors in purple pen.
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Ensuring reading for pleasure across the whole school

The Organisation for Economic Cooperation and Development (OECD) recognised in 2021 that ‘whatever pupils’ socio-economic background, making sure that they become engaged with reading from the beginning is one of the most important ways to make a difference to their life chances. For this to happen, however, they need to learn to read as fluently as possible and be motivated to continue reading’ (*21st century readers: developing literacy skills in a digital world*).

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy. Every class begins the day with Genius Time (8.40-8.55am). Here, meditative or classical music is played for the pupils to enter the room to, where they can then begin reading as their classmates arrive.

Further to this, children are read to every day in all classes for 15 minutes after lunchtime. The books and authors are chosen carefully to ensure our pupils experience a wide range of genre and authors (see Appendix D).

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 subscribe to an online children's newspaper (First News). Pupils are able to access First News at home and in school. The child-friendly language and stimulating pictures allow children to access news from around the world at many levels of understanding.

Accelerated Reader

At present, we use a program for children from Year 2 called Accelerated Reader. Children access a Star Reader test half-termly to determine the level they are reading at. Our well-stocked library is organised according to these levels to enable pupils to select a book from the right level. Each class has a dedicated library slot but pupils are able to ask to change books outside of these times.

Impact

To monitor the progress and to measure the effectiveness of provision, pupils are assessed regularly. This helps teachers 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. Parents are informed of the Screening Check scores.

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 Year 2 and 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.

The impact of this Reading Policy is 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.

Appendix A: Guided Reading: Fiction Titles (Year 2 to Year 6)

Year 2

Advent Term	Lent Term	Pentecost Term
		The Flower by John Light
		Who's Afraid of the Big Bad Book by Lauren Child

Year 3

Advent Term	Lent Term	Pentecost Term
The Iron Man by Ted Hughes	Cat Tales: Ice Cat by Linda Newbery	The Lion, The Witch & The Wardrobe by C. S. Lewis

Year 4

Advent Term	Lent Term	Pentecost Term
The Firework Maker's Daughter by Philip Pullman	Bill's New Frock by Anne Fine	Why The Whales Came by Michael Morpurgo

Year 5

Advent Term	Lent Term	Pentecost Term
Varjak Paw by S. F. Said	The Midnight Fox by Betsy Byars	Wolf Brother by Michelle Paver

Year 6

Advent Term	Lent Term	Pentecost Term
Skellig by David Almond	River Boy by Tim Bowler	The Final Year by Matt Goodfellow

Appendix B: Guided Reading: Non-Fiction Titles (Year 2 to Year 6)

Year 2

Advent Term	Lent Term	Pentecost Term
		All Kinds of Beliefs
		A Stroll Through the Seasons

Year 3

Advent Term	Lent Term	Pentecost Term
King Charles	Who's In The Picture?	You're Body and You: You're Unique

Year 4

Advent Term	Lent Term	Pentecost Term
We're All Equal	The Book of Why	Curious Nature: Human Body

Year 5

Advent Term	Lent Term	Pentecost Term
Refugees and Migrants	Why Don't Your Eyeballs Fall Out?	Recycled Planet

Year 6

Advent Term	Lent Term	Pentecost Term
100 Adventures to Have Before You Grow Up	Young, Gifted and Black	Oceans at Work

Appendix C: Guided Reading: Non-Fiction Titles (Year 2 to Year 6)

Year 2

Advent Term	Lent Term	Pentecost Term

Year 3

Advent Term	Lent Term	Pentecost Term
I Don't Like Poetry	Spike Milligan Silly Verse	Please Mrs Butler

Year 4

Advent Term	Lent Term	Pentecost Term
Centrally Heated Knickers	Being Me	I Bet I Can Make You Laugh

Year 5

Advent Term	Lent Term	Pentecost Term
Michael Rosen's A-Z	Moon Juice	Overheard In A Tower Block

Year 6

Advent Term	Lent Term	Pentecost Term
On The Move	Under The Moon	

Appendix D: Whole Class Daily Reading: Author of the Term

	Advent	Lent	Pentecost
Nursery	Jez Alborough	Benji Davies	Tony Mitton
	David McKee	Eric Carle	Tony Ross
Reception	Sue Hendra	Nick Butterworth	Tom Percival
	Nick Sharratt	Caryl Hart	Britta Teckentrup
Year 1	Kes Gray	Claire Freedman	Giles Andreae
	Janet and Allan Ahlberg	Judith Kerr	Dr Seuss
Year 2	Julia Donaldson	Martin Waddell	Oliver Jeffers
	Jill Murphy	Rachel Bright	Roald Dahl
Year 3	Francesca Simon	Dick King-Smith	Jeremy Strong
	Alan Macdonald	Holly Webb	Steve Cole
Year 4	AF Harold	Chris Riddell	Elizabeth Laird
	Pamela Butchart	Michael Morpurgo	David Walliams
Year 5	Robert Swindells	Pete Johnson	Enid Blyton
	Philip Pullman	Elen Coldecott	Eva Ibbotson
Year 6	Anthony Horowitz	David Almond	Katherine Rundell
	Emma Carroll	Rick Riordan	Eoin Colfer