



# St. Patrick's Catholic Primary School

## Reading Policy

Written by	Updated
Senior leadership team and Curriculum leader for English	April 2024



### **The National Curriculum states that:**

"English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised."

The key areas for learning English are:

- Reading- decoding and comprehension
- Writing - composition and handwriting
- Spelling, Punctuation and Grammar
- Spoken Language

### **Intent**

At St Patrick's Catholic Primary School we see Reading as an essential life skill and are committed to enabling our children to become lifelong readers.

Our aims in teaching Reading include the following:

- To foster a positive attitude to literacy as an interesting and exciting part of the curriculum.
- To raise the standard of literacy across the school, for children of all abilities.
- To enable pupils to express and communicate meaning in spoken language, listening to and interpreting what others say and matching style and response to audience, context and purpose.
- To provide pupils with a range of relevant and purposeful opportunities to develop their ability to read, understand and engage with various types of text for enjoyment and learning.



- To apply their knowledge and understanding of phonics, spelling patterns and rules, grammar and punctuation to reading and writing opportunities across the curriculum.
- To enable children to write effectively, using a cursive, joined handwriting style and showing a development in fluency; making and shaping different texts appropriately, according to context, purpose, reader or audience.
- To develop a technical vocabulary with understanding of grammatical terminology.
- To learn how to apply grammatical terminology in their own writing.

## **Implement**

### **Reading sessions**

#### **Reception and Year 1**

We teach children to read through reading practice sessions three times a week. The sessions have been designed to focus on three key reading skills:

- **Decoding:** a clear focus on applying phonic knowledge to word reading
- **Prosody:** teaching children to read with understanding and expression
- **Comprehension:** teaching children to understand the text.

These sessions:

- 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.
- have a clear focus, so that the demands of the session do not overload the children's working memory.

In Reception 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.



### Year 2 and Year 3

Pupils are taught to read through fluency sessions, which are delivered to smaller groups made up of around 4-6 children. These sessions take place 3 times a week and aim to build fluency and create confident readers using the Big Cat for Little Wandle Fluency Books.

These books include an inclusive mix of fiction and non-fiction and progress from Fluency 1 to Fluency 10. Throughout Year 2 and 3, children will progress from Fluency 1 books, which are designed for a reading speed of 60 words per minute (the expected level at the end of the Little Wandle Programme) to Fluency 10 books, which are designed for a reading speed of 120 words per minute (beyond the expected level for Year 3).

### Year 4, 5 6

We have daily whole-class reading sessions that always begin with a fluency starter activity. Fluent decoding allows children to understand what they read and when pupils gain fluency, their motivation also increases.

Reading sessions on Monday - Thursday focus on discussing and answering a range of VIPER questions, focused on the class text. Other strategies used within these sessions include pre-teaching, reading aloud, discussion, revisiting and re-reading. On Friday, children complete mix it up style questions centred around a one-off text to apply the reading strategies they have been learning about throughout the week.

All teachers are responsible for developing weekly reading plans using their own choice of proforma. These plans indicate the learning intention for each lesson, meaningful learning activities, which clearly show progression, and provide opportunities for all children to be active participants during the sessions.

Although reading is taught as whole-class sessions, teachers plan the sessions to ensure all children have the opportunity to be active participants: clear differentiation is built into weekly plans and the needs of all children are planned for, including those with Special Educational Needs and more able children. Daily assessments of children are made and those identified as needing extra support are given interventions on the same or the following day.



## Assessment

The Early Years foundation stage follow the Development Matters Framework alongside the Early Learning Goals. Nursery and Reception work within the Early Learning Goals and continuous assessment is recorded on Foundation Stage Profiles. In Key Stage 1 and 2, units of work are planned through a book-based curriculum linked to individual class topics.

Regular teacher assessments of children's progress are made against the National Curriculum. In Key Stage 1 & 2 teacher assessments are carried out throughout the year and are used to inform judgements made for end of Key Stage assessments. Teachers also assess children termly and appropriate targets are set and given to the children. An analysis is made based on the end of year assessment and appropriate targets are also set by the teachers for the following year. Regular monitoring of writing takes place between year groups and with the family of schools through moderation.

From Year 2 to Year 6, Star Reader tests are used on a half termly basis as a summative assessment tool in Reading. Following these assessments, children are given a ZPD (Zone of Proximal Development) score, which allows them to choose a book at the correct level. The lower the number the easier the books and the higher the number the more challenging book. Children always have the opportunity for challenge.

Those children who are not achieving the expected level are identified at an early stage and targeted for extra support or an intervention programme delivered by support staff. Lowest 20% of readers in each year group are listened to daily by class teachers or support staff.

## Reading for Pleasure

Reading for Pleasure is fundamental to our school's culture and curriculum in creating readers not just pupils who read. As a school, we value reading for pleasure highly and work hard to sustain and develop a reading for pleasure culture. We do this by:

- Reading to children every day from Nursery all the way through to Year 6 during a timetable story time at the end of each day.
- Each classroom has an inviting book corner, which acts as a 'mini library', with a wide range of books available. Books related to wider-curriculum topics are also displayed in book corners.



- In KS2, each class has 50 Recommended Read books for their year group. These books are stored separate to the ZPD books and remain in school as their 'reading for pleasure' book. Children complete a review for each recommended read book they complete, which is stored in a class folder to encourage book discussion between pupils.  
(<https://www.booksfortopics.com/booklists/recommended-reads/>)
- In Nursery and Reception, children have access to their book corner in their free flow play.
- Children throughout school have a reading diary to record reading at home, offering opportunities for adults at home to comment on their child's reading and for children to keep track of their reading.
- Regular opportunities for buddy reading to share stories together and model a love for reading from our older children to our younger children.

## Quality of Teaching and Learning

The English curriculum is organised into five sections:

- Phonics
- Spoken Language
- Reading
- Writing
- Spelling, Punctuation and Grammar (SPAG)

It is important that teachers model to their pupils. This is carried out in all year groups in all aspects of the English curriculum. We believe that English is a means for both thinking and learning. We continually work to develop our children's ability to listen, speak and write for a wide range of purposes, including the communication of their ideas, views and feelings.

Phonics is the core of the English language. In the Foundation stage and KS1 are taught phonics using 'Little Wandle, Letters and Sounds.' (See Phonics Policy)

Spoken language and listening skills are developed across the whole of the curriculum and through all interactions within school.

Reading is encouraged in all curriculum areas. Children are provided with a reading book and reading record which they take home daily.

## Home Reading and Parental Involvement



(See Appendix A for letter sent out to families)

### Our expectations

At St Patrick's, we always strive for KS2 children to be reading for 20 minutes, and for Reception and KS1 children to be reading for 10 minutes, daily at home. However, we expect all children to read 4 times a week, in addition to the reading they do at school.

### Reading at home

Each child has a reading diary, which is expected to be in school daily and taken home at the end of each day, along with a decodable reading book. For Reception and Year 1, this is a phonics book and for Year 2 to Year 6, this is a ZPD book. Home reading should be recorded by a parent/carer for Reception and KS1 children and recorded by either children, or their adults at home, in KS2. Staff check reading diaries every Monday and children get a reward if they have read 4 times.

### Home-school partnership

- A class newsletter is also sent to parents on a half termly basis, which contains information about the current areas of learning in Reading for their year group,
- Children's ZPD scores (Y2-6) are recorded in children's reading diaries so parents are aware.
- Parents meetings are held twice a year, where parents are provided with a reading report as well as feedback on their child's attainment in Reading.
- At the end of the year, reading assessments are reported to parents through the end of school year report.
- Reception and KS1 offer termly drop everything and read sessions where parents are invited into school to read with their children.

## **Roles and Responsibilities'**

### Leadership and Management



It is the responsibility of the Reading Subject Leader, the Headteacher and Governors to monitor the standards of children's work and the quality of teaching in Reading. The Reading Subject Co-ordinator is also responsible for supporting colleagues in the teaching of reading, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. An action plan is written and reviewed annually. The Reading Subject Co-ordinator helps with the levelling and moderation of work samples to ensure consistency and calls in books and assessment folders for scrutiny and evidence of progress, with feedback being given to staff on a termly basis.

### The Role of Governors

The Governors are informed regularly about standards and the progress throughout the school, through the Governors' meetings, Headteacher's report to Governors, and a summary of the data. A Governor responsible for each subject meets regularly with the Coordinator. This Governor receives a copy of the subject Policy and subject action plan. The Governors are also involved in the setting of targets for the end of Key Stage 2 and in carrying out a work scrutiny of books throughout the school.

### The Role of the Headteacher

The Headteacher, in collaboration with the Coordinator, establishes the whole school approach to each subject area. She ensures and clarifies what needs to be achieved by the coordinator and provides the necessary support and resources in order to achieve it.

The Headteacher is kept informed about the quality of teaching and learning through regular discussions with the Coordinator and also by using the monitoring forms which are completed after any kind of monitoring activity.

### The Reading Coordinator

The Coordinator develops an overview of the strengths and weaknesses of their subject in the school and uses this to inform contributions to the subject Action Plan and carries out the tasks identified.





A supportive role is given to teachers for planning, teaching lessons and making assessments. Advice is also given on the use of resources.

The coordinator identifies INSET needed and where appropriate and able, provides in-school inset and keeps abreast of subject developments.

Together with the Headteacher, the coordinator monitors the progress of their subject by analysing test data, observing lessons and evaluating children's work.

### The SENCO and Support Staff

The support staff are clearly informed about their role in each lesson and have access to planning prior to each lesson. They have attended insets and are familiar with the National Curriculum.

The SENCO, where appropriate, works with the coordinator to plan the provision for children with special educational needs, in order to encourage a full participation and involvement in the daily numeracy lesson. Where individual plans are needed, yearly teaching objectives are used to plan targets for development.

## **Impact**

### **Monitoring and Evaluation**

#### Pupil impact

Ultimately, as a result of the teaching of reading, the children at our school:

- Will enjoy reading
- Are able to know and remember more
- Have experience of a wide-range of high quality texts across a range of genres
- Make accelerated progress to achieve well in Statutory Assessments
- Will leave primary school as fluent readers who can effectively apply the skills they have been taught

#### Monitoring



- Reading sessions throughout school are regularly observed by the Headteacher and Coordinator
- Work analysis is carried out by the Coordinator throughout the year
- Pupil reading diaries are monitored weekly to track home reading
- Teachers' planning is monitored by the Coordinator termly
- Books are scrutinised termly by the Coordinator
- Pupil voice is carried out termly by the Coordinator to ensure children are inspired to have a love for reading and are enthusiastic to read for pleasure
- The Coordinator ensures that lowest 20% reading interventions are having an impact on the pupils learning through termly evaluation

### Assessment

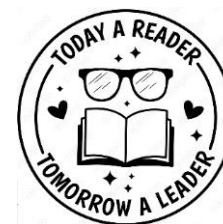
Assessment is used to monitor progress for all children and to identify any children needed additional support as soon as they need it

- Formative assessments are used daily in class reading sessions and summative assessment is used on a half termly basis to identify those children who are not achieving the expected level at an early stage and as a result are targeted for extra support or an intervention programme delivered by support staff.
- National statutory assessments (including the Y1 Phonics Screening and End of KS2 Assessments). Children who do not pass the Phonics Screening re-sits this in Year 2.



Appendix A – Reading Matters Letter

Reading Matters Update



Dear Parents and Carers,

As we continue to put reading as a top priority at St Patrick’s and following some pupil voice, we are making some slight changes to how we record, monitor and reward reading to further motivate a love for reading. Research also suggests that children who read regularly outside of school perform significantly better in school assessments. Therefore, your support at home is essential in ensuring that your child makes they progress they are capable of.

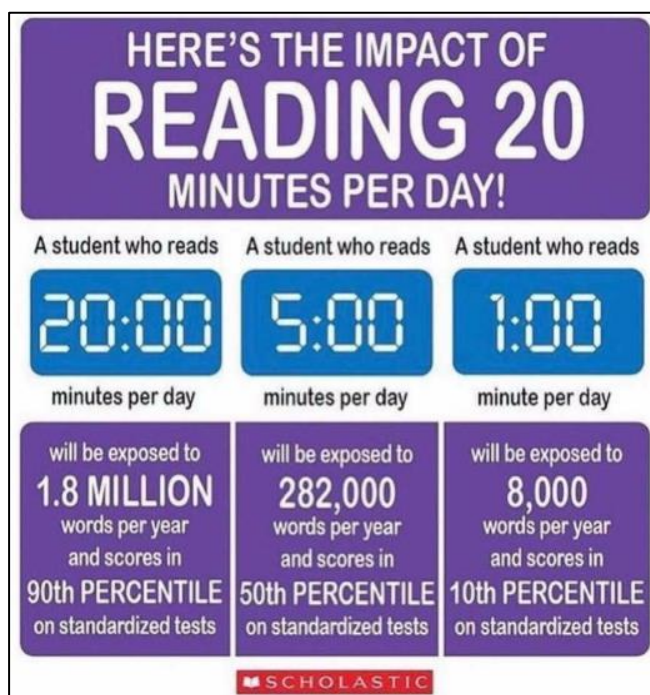
**Monitoring and Rewarding Reading** (Whole School)

Our expectations

At St Patrick’s we now expect all children to read **4 times a week** (in addition to the reading they do at school); however, we always strive for KS2 children to be reading for 20 minutes daily at home and F2 and KS1 children to be reading for 10 minutes daily at home.

Recording and monitoring reading

Children must record all reading in their reading diary, which should travel to and from school daily (or as directed by your child’s class teacher). We ask that children in F2 and KS1 have all reading signed off by an adult (including the date, book title and a comment). We encourage KS2 children to do this independently, but we kindly ask for your support and monitoring of this at home. A member of staff will check reading diaries every Monday. It is important that we can monitor reading, so if your child does not have their reading diary in school every day or does not record reading regularly, the class teacher may be in touch to find ways to support with this.



Rewarding reading



- If your child has read 4 times in the previous week and recorded it in their reading diary, they will receive a sticker to go on their bookmark, as well as a golden ticket to go on the class recognition board.
- For every 3 stickers they receive (a full row on the bookmark) they will choose a prize from the class Reading Wow Box.
- When a full bookmark is complete, children will receive a reading badge to wear on their tie as well as a reading certificate.
- Reading certificates (bronze, silver or gold, depending on how many reads/stickers they have achieved) will be presented to children at the end of the Pentecost term to celebrate their reading achievements.

### Accelerated Reader (Y4, Y5 and Y6)

We also would like to further utilise Accelerated Reader to monitor pupil's reading progress, comprehension, and reading miles.

#### STAR reading assessments

Every term, children in Years 2 and above are assessed in their reading using the STAR reading assessment tool on Accelerated Reader. This calculates their ZPD (Zone of Proximal Development) which the children use to choose a book at an appropriate level. We will continue to share the parent reports with you at home to enable you to track your child's progress.

#### Quizzes

Starting again this term, children in Year 4, 5 and 6 will be expected to complete a quiz on Accelerated Reader when they have finished reading their ZPD book. These can be done at school in the computer suite (at a suitable time, instructed by the class teacher) or at home as homework. If your child achieves 85% or higher on their quiz, they will receive a golden ticket.

By completing these quizzes, we will also be able to track the amount of words the children are reading (reading miles). Each term, the top 3 children with the highest amount of reading miles will be displayed in the class library areas and will also have a golden break time.

#### Recommended Read Books

Thanks to PTA funding, we are extremely lucky to have a set of recommended reads in each KS2 class. These books are reading for pleasure books that stay in school and should not be taken home. Children should be bringing home a ZPD book daily, which is a suitable level matched to their ability.

You can find a list of recommended reads for each year group here:

Nursery: <https://www.booksfortopics.com/booklists/recommended-reads/preschool-nursery/>

Reception: <https://www.booksfortopics.com/booklists/recommended-reads/reception/>

Year 1: <https://www.booksfortopics.com/booklists/recommended-reads/year-1/>

Year 2: <https://www.booksfortopics.com/booklists/recommended-reads/year-2/>

Year 3: <https://www.booksfortopics.com/booklists/recommended-reads/year-3/>

Year 4: <https://www.booksfortopics.com/booklists/recommended-reads/year-4/>

Year 5: <https://www.booksfortopics.com/booklists/recommended-reads/year-5/>



Year 6: <https://www.booksfortopics.com/booklists/recommended-reads/year-6/>

Please find information on how to support your child with reading at home on the next page and do speak to your child's class teacher if you have any queries.

Kind Regards,

Miss Godfrey



# Supporting Readers at Home



**Open University** research suggests there are three important ways to support readers and a love of reading.



Reading aloud to your children shows them reading is a pleasure, not a chore. Older children can read to younger ones too.



Making time to read alongside one another helps develop children's reading stamina and interest. Let them choose what to read and relax together.



Book Chats encourage readers. Invite them to make connections and share their views. Join in with your thoughts too!



Children who read, and are supported as readers, develop strong reading skills and do better at school.



I wonder if... why... what... who...

For more ideas see the OU website: [www.ourfp.org](http://www.ourfp.org)