

Sacred Heart Primary CVA



Our Reading Policy



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, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

The Patron Saint
is: Saint George

Implementation

[Link to the National Curriculum](#)

At Sacred Heart, reading is taught as part of a Guided Reading carousel. Children are grouped according to their ability and objectives are chosen from the National Curriculum based on the skills that each group needs to focus on. Each group will read with an adult once a week. Books used for Guided Reading will be at the appropriate book band for the group and allow them to focus on the skills they need to learn and practise. On the days that they don't read with an adult, pupils will do a reading-based activity. In KS2, this will include pre-reading the next day's focus text, a follow-up task based on what has been read in the guided session, an inference task, Bug Club and time to read for pleasure. Follow-up tasks should allow pupils to independently practise the skills they have worked on in the previous day's guided session.

All pupils will have a reading book at the correct book band. In EYFS and KS1, books are be matched to pupils' current phonics stage as set out in the Little Wandle phonics scheme.

Each term, every class will have a class novel. Where possible, each child will have access to a copy of the novel in order to follow the text. Listening to longer, more complex, texts than they would be able to read alone increases children's knowledge and understanding of vocabulary and reading comprehension.

Regular home reading is fundamental to ensure effective reading progression in children of all ages. To monitor this, all children have a home/school reading diary which must be signed and dated when a child has read. These will regularly checked by school staff to ensure that children are practising their reading skills at home. Children may read any book of their choice at home.

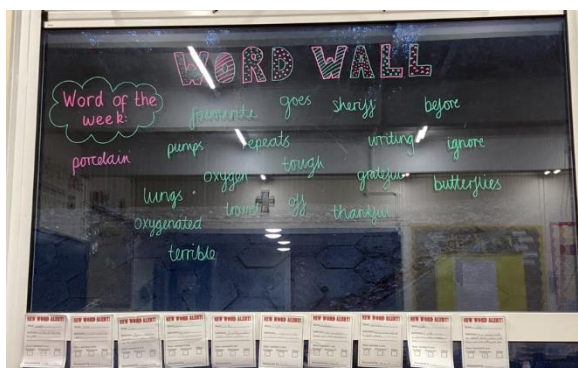
The reading environment should appeal to children of all abilities and to both boys and girls. The classroom libraries should be welcoming, working spaces where children visit, read, chose and talk about books. The space should be well organised so that children can easily find books at their level and that they will enjoy. Displays of books should be attractive and the displays around the area should positively promote reading for pleasure.

Assessment, Feedback and Reporting

Teacher assessment – Children should be Benchmarked termly to determine their book band. This could happen more frequently for some pupils if deemed necessary by the teacher. NFER/SATs/Star tests should also be used to help inform teacher assessment, along with notes and observations from guided reading sessions.

Self and peer assessment – Opportunities for this are built into weekly Guided Reading sessions.

Reporting to parents – Comments regarding progression against the age-related expectations for this subject are reported to parents as part of the end of year report.



Monitoring

The Curriculum leader, alongside SLT, is responsible for monitoring and evaluating curriculum progress.

This is done through:

- work scrutiny,
- planning audits,
- resource audits,
- learning walks which involve lesson observation drop-ins,
- pupil interviews,
- subject-knowledge audits with staff.

Ideas to extend learning beyond the classroom and into the home.

Reading and sharing books with children at home.

Visiting a local library.

Reading a variety of styles and genres of books (eg. Recipe books, atlases).

Bug Club

Development Area for this academic year:

Priority 1: Increase attainment in Reading to ensure more children are reaching ARE at the end of each year/key stage, and increased progress for those children who are working below ARE.

Priority 2: Develop pupils' vocabulary through regular, explicit vocabulary work to increase attainment in reading.

Priority 3: Inspire a love of reading through regular reading challenges and access to a wide range of books in school.

