

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

Do what Jesus did!!



Reading opens up our children's world. Not only does it allow them to access knowledge linked all curriculum areas, it empowers them to develop a life-long love of reading. The development of speech and a wide vocabulary enables them to organise and express their own thoughts and ideas. It is an essential life skill which we promote through everything we do to facilitate effective communication at home, at school and in the wider world. We aspire to provide all children with many varied opportunities to do this so that they have the best possible outcomes in the future.

At Sacred Heart School, we believe that achieving a good standard of reading is fundamental in preparing children for life as successful citizens in Modern Britain. The national curriculum programmes of study states that ‘schools should do everything to promote wider reading’, Teachers should develop pupils’ reading and writing in all subjects to support their acquisition of knowledge and pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure.

“It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their secondary education.” (National Curriculum)

We are committed to ensuring that this happens and this policy clearly states the way that reading is taught in our school.

We aim to develop children’s love of reading through organising reading lessons around motivating books and texts. A good-quality text will provide opportunities for children to meet objectives drawn from across the National Curriculum for English. Good quality, whole texts reinforce:

Phonics – book closely matched appropriate phases of phonics (FS & KS1)

Word reading – as children encounter unfamiliar words

Grammar and punctuation – through seeing rules in context and how they are used for effect

Comprehension – through listening to, reading and discussing challenging texts

Vocabulary and spelling – by encountering new language

Spoken language – by participating in discussions about books

Writing – transcription and composition

In addition, studying whole texts in lessons can develop a children's love of reading by giving them the opportunity to read and listen to texts and authors that they might not have chosen to read for themselves.

Another central aspect of reading lesson is meaningful dialogue between the teacher and the child and their peers. Children must be given time to interact with the text, develop their understanding and to express their opinions.

Implementation

[Link to the National Curriculum](#)

In EYFS and Year 1, reading is taught according to the Little Wandle Letters and Sounds Revised phonics programme. Reading sessions take place three times per week and each session has a clear focus: decoding, prosody or comprehension. Children who are not yet decoding have regular keep-up sessions in small groups, so that they quickly learn to blend and can begin to read books.

In Year 2, reading is taught through guided groups to ensure that all children are able to decode at an appropriate level and to teach comprehension skills. Each group has a weekly adult-led session based around a Little Wandle book, which is then sent home with each child. On the days that they don't read with an adult, pupils will do a reading-based activity. Any children who did not pass the Phonics Screening Check at the end of Year 1 will take part in Rapid Catch-up sessions, comprising three phonics sessions and three additional weekly reading sessions. They will re-take the Phonics Screening at the end of Year 2.

In Key Stage 2, reading is taught through whole-class sessions which take place three times per week. During these sessions, the children will have the opportunity to practise reading fluency, alongside questioning and discussion to build comprehension and vocabulary. Questions should cover a range of reading skills in each session, as opposed to focusing solely on one skill. Children's responses are recorded in their reading journal. Whole-class reading sessions should be based on quality texts to ensure children are exposed to new and challenging vocabulary and literary conventions. This may also be the same text that is used as a stimulus in writing lessons.

Any children in KS2 with gaps in their phonic knowledge will take part in the Little Wandle Rapid Catch-up programme to ensure they make increased progress towards the end-of-year age-related expectations. They will also have additional reading sessions where they read to an adult or reading volunteer on a one-to-one basis each week.

All pupils will have a reading book that matches their reading level. In EYFS and KS1, books are matched to pupils' current phonics stage as set out in the Little Wandle phonics programme (see Phonics and Early Reading Policy). Once pupils have completed Phase 5 phonics in Year 2, they move on to Little Wandle fluency books. In KS2, books are matched to pupils' reading level by colour band, which is ascertained through the PM Benchmarking assessment.

Children in all year groups may also choose a 'read for pleasure' book: an adult may help them read this book, or read it to their child at home. All pupils also have access to Collins Big Cat eBooks, which provides a wide range of books that are matched to their current phonics/reading level, for them to enjoy at home. 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. As the children progress through the school, they are encouraged to write their own comments.

It is vital that children are given regular opportunities to listen to an adult read and get fully engrossed in the joy of reading. Each class will have a class novel (in KS2) or regular story time (KS1 and EYFS). 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, as well as providing a model for reading with fluency, expression and the appropriate tone.

The reading environment in classrooms should appeal to children of all abilities and to both boys and girls. The classroom libraries should be welcoming, working spaces that are 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. There should be a wide range of books available, both colour-banded and reading for pleasure books, which reflect the children at Sacred Heart and within our local community, as well as books that open windows into other worlds and cultures. Each library will have a mix of fiction and non-fiction, and a wide variety of authors and genres. Class teachers regularly use the Education Library Service to provide new and exciting selections of books matched to the curriculum areas that the children are currently studying.

Assessment, Feedback and Reporting

Teacher assessment – Children in EYFS and Year 1 are assessed half termly using Little Wandle Assessment Tracker. In KS2, pupils are assessed using PM Benchmarking once per term to assign coloured book bands. Written reading assessments will also be carried out in class to aid teachers with their assessment (NFER/SATs style assessments).

Self and peer assessment – Opportunities for self- and peer- assessment will be provided during whole-class 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;
- monitoring of end-of-term and end-of-year progress data.

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

- Regular reading at home (school reading books as well as children's choice of books)
- Visiting a local library
- Reading challenges
- Encourage all forms of reading - non-fiction, fiction, poetry and everything else in between
- Acting out a story they have read or enjoyed
- Create a reading space where children can get comfortable and get lost in their reading
- Seeing the adults around them enjoying books and being excellent reading role-models

Development Area for this academic year:

Priority 1: Foster and embed a love of reading in pupils.

Priority 2: Reduce gaps in attainment for the lowest 20% of readers in each year group.