

# Saint Joseph's Catholic Academy

Member of the Newman Catholic Collegiate



Learning and Growing Together  
in Faith and Friendship



## Reading Policy 2023-2024

## POLICY FOR READING

At Saint Joseph's, we believe that English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

Teachers develop pupils' reading in all subjects to support their acquisition of knowledge. Pupils are taught to read fluently, understand extended prose (both fiction and non-fiction) and are encouraged to read for pleasure. A love of reading and reading extensively for pleasure is promoted as a school.

### AIMS

- To provide consistently outstanding teaching of reading throughout our schools.
- To enable teachers to teach reading as effectively as possible.
- To enable pupils to learn to read as efficiently as possible.
- To give pupils the skills they require to become enthusiastic lifelong readers.
- To provide an inclusive education for all pupils.
- To promote the love of reading within children and give them access to a wide range of high quality texts and authors.

### Reading in Foundation Stage.

Children in Nursery are taught the crucial skills of listening and attention, handling books with care and to have a love of reading. These skills are taught through daily sessions of Phase one Phonics, whole class input, small group activities and continuous provision. When Nursery children are ready, they take home a lilac, pre text reading book in addition to their library book. During the Summer Term, children who are identified as being secure in Phase 1 will begin Phase 2.

In Reception, children are taught Phase 2 and Phase 3 Phonics using Bug Club. When children have learned the first set of Phase 2 sounds, they are given fully phonetically decodable books which closely match to their Phonics teaching using the Bug Club reading books. The teaching of phonics as the sole route to decoding remains the fundamental strategy to enable pupils to develop reading fluency. Children practice reading at home with a reading log for parents to write in. All children enjoy the opportunity to read their reading book aloud to an adult at least once a week. After this, children then take home the reading book which an adult in school has heard them read first. This is to improve fluency. In addition, children are taken into the school library once a week and encouraged to pick a library book to take home and share with parents / carers. Children are given exciting opportunities to foster a love of reading further, such as the Little Library Van and Breakfast with Books.

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### **Reading in Key Stage One**

In Year One, children are expected to show a keen interest in reading and be confident in their attempts to decode new or unfamiliar words. By the end of the year, all pupils complete a national, statutory phonics test which will be formally recorded and shared with parents. The use of sight word vocabulary is expanded for pupils who are secure in their knowledge of decoding, with a further emphasis on independent reading interests and choices. The books given to the children are still fully decodable and closely match the sounds learned. The children's home reading books are changed twice a week. Parents are encouraged to read with their children every night and record comments in their reading log.

In Year Two, children who do not pass the phonics screen continue to have phonics catch up and will retake the test at the end of Year two. All children in Year 2 recap Phase 5 phonics during the Autumn Term. Children continue on the Pearson Bug Club, using phonetically decodable books. When children are confident and fluent, they progress to a wider range of texts. The children's home reading books are changed twice a week. Parents are encouraged to read with their children every night, asking questions about the text and checking for comprehension as well as fluency.

### **Reading in Key Stage Two**

We aim to continue to promote the love of reading throughout Key Stage Two by giving the children access to a wide range of real books from a range of authors and genres. Where there is an additional need, the children are listened to on a 1:1 basis in Key Stage Two. All children within Key Stage Two are encouraged to read during English lessons and have Guided Reading lessons at least three times a week. Children have at least one session per week in the library and are encouraged to choose their own books and read a wide range of texts. Children have the opportunity to change their reading books daily and their reading logs are checked twice a week (Monday and Thursday). In Key Stage 1 and Key Stage 2, children work through a rewards scheme, earning their Bronze, Silver and Gold awards for reading at home and then recording comments in their reading log multiple times a week. Children are expected to read every night. Children are encouraged to read for learning throughout Key Stage Two.

### **Reading for Pleasure**

In all year groups from Nursery to Year 6, children are read to by their class teacher for the sole purpose of pleasure. Ideally, this is every day although there are days when the nature of the curriculum does not allow for this. Reading aloud to children provides them with a high quality model for reading. Adults reading to children should model fluency and expression, giving children techniques and strategies that they can apply to their own learning. Questions on comprehension are kept to a minimum during this session, although time is taken to discuss vocabulary that children may not understand. Texts chosen to be class reads are engaging and challenging, giving some children an opportunity to access texts that they otherwise would not be able to if reading independently.

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### **Guided Reading**

Guided reading is taught throughout the school from year one upwards, though in Year 1, this is monitored and children begin whole class guided reading when the children are considered ready for this step. In Year 2, children begin with an initial Phase 5 Phonics recap before starting guided reading during the later stages of the Autumn Term. Guided reading is a direct teaching session for at least 30 minutes every day. Children are taught a range of reading skills using a range of text types and genres. In KS2, this takes a whole class approach.

### **Assessment in reading**

Pupil progress in phonics is continually assessed and systematically recorded. Pupils are also assessed during guided reading sessions, additional support activities with support staff and evaluation of home reading. Additional assessment is completed using standardised assessments to further inform and support teacher assessment. When required, children are assessed using the Salford reading comprehension to give them a reading age. At Saint Joseph's, we develop competent, lifelong readers as reading is a lifelong skill which requires consistent practise and precision to master. At Saint Joseph's, we aim to equip pupils with the skills and confidence to read audibly, confidently and fluently. It remains the responsibility of class teachers to further develop and promote reading skills through modelling and creating opportunities for pupils to read audibly to a larger audience, in order to develop their confidence, timing, eye - contact, expression and intonation. Children are encouraged to evaluate their skills as readers in this context as they mature, so that they are suitably prepared for the next stage of by their education and future. Children take part in the end of key stage reading assessment in Years 2 and 6.

### **Reading enrichment, rewards and support.**

Children are encouraged to use and develop their reading skills in a variety of situations. Children are regularly invited and encouraged to read in the classroom and during whole school assemblies and Masses. As well as improving and developing their Speaking and Listening skills, this aims to give children a wider reading opportunity and further develops their reading aloud skills including intonation, expression and fluency, as well as confidence. We aim to promote a positive experience for children who volunteer to read aloud in front of adults and peers, and reward children who have a go with house points and dojos.

The promotion of reading for enjoyment and learning is expected to be a continuous process for every child, in every year group. Each classroom has an inviting reading area which displays the name of the class author. Children are regularly exposed to different texts by their class author, all of which have been chosen to widen the children's knowledge of writers and illustrators that they may not have previously heard of in some cases. A love

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of reading is achieved through exposing children to a vibrant curriculum which includes reading and sharing story books, poetry and rhymes, sharing children's reading experiences at home and school. Key vocabulary is displayed in role play areas, which are modelled and explained by adults before children have access to the areas.

Children are expected to read at home every night. Reading logs are handed in and checked twice a week (Monday and Thursday). All children are rewarded for reading at home and recording their reading in reading logs. After five weeks of excellent reading, children are given 20 house points. After ten weeks of reading, children are given a class certificate and a class prize. After fifteen weeks of reading, the children are invited to receive a special certificate in success assembly and a book prize. This system is designed to reward enthusiastic readers and encourage the lesser able or those children who are reluctant readers.

Children who make slower progress, or who fall behind, are given additional support through a planned intervention programme which is tailored to their needs.

**Policy agreed: October 2023**

**Policy Review Date: October 2024**