

# Saint Joseph's Catholic Academy

Member of the Newman Catholic Collegiate



Reading Policy  
2024-2025

*“With God, all things are possible...”*

## 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 1 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.

### 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.

Children’s home reading books are closely matched to the sounds they are currently learning and give children the opportunity to apply and consolidate their newly acquired phonic knowledge. This makes it easy for teachers, parents and children to choose a text that is matched to the child’s growing phonic knowledge and that does not encourage a child to guess at words, if they included GPCs they had not yet been taught. Children’s reading books are changed on a Monday, with children taking home one book per week to ensure they progress through the reading scheme at a pace that matches their progression through the phonics phases.

In Reception and Year One, children read their books with a trained adult before they take them home. This ensures that the children are able to read with greater fluency and that the trained adult is able to address any misconceptions. Children in Year Two that are still accessing the ‘Bug Club’ reading scheme will also read their books with a trained adult before taking the books home. When a child completes a book band, the class teacher will listen to the child read before they are moved to the next book band to ensure children are fluent at that level.

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.

### 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 and where appropriate, the adult listening will make comments in the child’s Reading Log. All children within Key Stage Two are encouraged to read during English lessons and have Reading Skills lessons at least four 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 by an adult twice a week (Monday and Thursday). In Key Stage Two, most children will be aware of which book band they should choose as their home reading book. This is to ensure children are reading books which are suitable for them, and are not too easy or too challenging. If children wish, they may take a second book of their choice from the library, thus encouraging them to read for pleasure at home.

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Children are expected to read every night. 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. At Gold level, children choose a book prize from the prize box.

### Reading for Pleasure

In all year groups from Nursery to Year Six, 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. Where appropriate, children should be given a voice when choosing which reading for pleasure text they wish to read. This will be chosen from the selection mapped out in the Storytime and Class Authors Progression document (see Progression document).

### Reading Skills Lessons

We use the Bug Club Guided scheme to teach reading skills in Reception, KS1 and KS2. In Key Stage One, children have daily reading skills lessons which follow a sequence of learning. The focus of Reading Skills in EYFS and KS1 is for children to develop automaticity and prosody, so as they become fluent readers with effective comprehension skills. On day one of a new text, an adult will read the text to the children modelling accuracy, fluency and expression. On days two, three, four and five, children will complete a pair read of the same text at the start of each lesson. As one child reads, another child will follow along the text using a lollipop stick. Reading the same text multiple times improves fluency and accuracy so that as they move through the sequence, children read with more independence, confidence and expression. Children with SEN or who are less fluent readers will be paired with a more confident reader, thus enabling all children to access the text and make progress with reading fluency and comprehension. Children use a ‘Think Pink’ sheet during Reading Skills lessons to recognise sounds that will be present in the book, as well as any story words. Children then work through a variety of skills including discussion and comprehension skills (see Appendix 1 for structure of KS1 Reading Skills lessons).

In Key Stage Two, children have a minimum of four reading skills lessons per week, which follow a sequence of learning. On day one of a new text, an adult will read the text to the children modelling accuracy, fluency and expression. On days two, three, four and five, children will complete a pair read of the same text at the start of each lesson. Reading the same text multiple times improves fluency and accuracy. Children with SEN or who are less fluent readers will be paired with a more confident reader, thus enabling all children to access the text and make progress with reading fluency and comprehension skills (see Appendix 2 for structure of KS2 Reading Skills lessons).

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Sometimes, an activity from the workbook on day five does not require children to use their reading skills specifically. If this is the case, teachers may use their judgement and adapt the day five lesson and activity so that it has a reading skill focus.

### Assessment in reading

Pupil progress in phonics is continually assessed and systematically recorded. Pupils are also assessed during Reading Skills 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 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.

St. Joseph’s has a team of Library Monitors and a Head Librarian. These children are responsible for maintaining the school library and helping other children to use it responsibly and sensibly. Their role includes scanning books in and out, ensuring books are on the correct

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shelves according to their book band as well as the overall upkeep of the library and its tidiness.

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 dojo points for their house team. 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 2024

Policy Review Date: October 2025

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### Appendix 1

#### **KS1 Guided Reading Structure: Bug Club Guided**

The aim of the guided reading structure is not only to improve children’s comprehension and reading skills, but also to improve fluency in our children. That is the reason for the structure of the guided reading sessions and the inclusion of teacher or paired reading for 5-10 minutes at the start of every single guided reading session.

The expectation is that children have a printed copy, one between two, of their ‘Think Pink’ grids in front of them each day. In Y1, children should have one copy between two of the texts, from Day 2 to Day 5. In Y2, children should have one copy between two of the texts, from Day 1 to Day 5.

Day	Structure
Day 1	<p>The teacher reads the ‘Think Pink’ grid (words and sounds). Children use lollipop sticks to follow along on their paired copy of the grid. Children do not read the words or sounds aloud on Day 1.</p> <p>After going through the grid, the teacher shows children the book. Use the ‘Walkthrough’ OR ‘Before Reading’ sections on the teacher’s card to elicit discussion of front cover, back cover, blurb, make predictions etc.</p> <p>The teacher then reads the text to the children. When appropriate, the use of the Read Aloud function on the IWB may be used. In Y2, children have their own copy of the book (in pairs) and follow along. The text should be read through without any interruptions to ensure fluency.</p>
Day 2	<p>I do, You do. The teacher reads each word/sound on the Think Pink grid, then children copy, as a whole class.</p> <p>Children complete their first paired read of the text, using lollipop sticks to follow.</p> <p>After paired reading, teacher introduces and children discuss the ‘Main Question’ from the teacher’s card.</p>
Day 3	<p>Pairs go through the Think Pink grid, using lollipop sticks to follow. Teacher circulates and supports as required.</p> <p>Children complete their second paired read of the text, using lollipop sticks to follow.</p> <p>Then, the teacher uses the suggestions on the reading card to orally practise a reading skill e.g. summarising, character description, inference... ensuring that a variety of reading skills are practised over the half term.</p>
Day 4	<p>Pairs go through the Think Pink grid, using lollipop sticks to follow.</p>

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	<p>Children complete their third paired read of the text, using lollipop sticks to follow.</p> <p>Then, the teacher uses the suggestions on the reading card to orally practise a reading skill e.g. summarising, character description, inference... ensuring that a variety of reading skills are practised over the half term.</p>
Day 5	<p>Think Pink grid are available and used for reference if required, but no expectation of children reading it aloud at the start as by day 5, children should be familiar and well-practised with these words and sounds.</p> <p>Children complete their fourth paired read of the text, using lollipop sticks to follow. This should be shorter as children should now be more fluent.</p> <p>Then, children complete a written, reading comprehension task. Use the PCM if appropriate, but the written task must have a reading focus, not be a writing task. If PCM is not appropriate, this could be a written task linked to day 2, 3 or 4.</p>



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### Appendix 2

#### KS2 Guided Reading Structure: Bug Club Guided

The aim of the guided reading structure is not only to improve children’s comprehension and reading skills, but also to improve fluency in our children. That is the reason for the addition of teacher or paired reading for 5-10 minutes at the start of every single guided reading session.

The expectation is that guided reading is taught a minimum of 4 sessions per week.

Day	Structure
Day 1	<p>Teacher reads the text for the week aloud to the children, modelling expression and intonation. When appropriate, the use of the Read Aloud function on the IWB may be used, though teacher modelling is the best tool to show children the expectation for their paired reading. Text should be read through without any interruptions to ensure fluency. Children are expected to follow along whilst the teacher reads, using their copies of the book, shared between two.</p> <p>After the first read, the teacher may wish to then return to vocabulary they feel children may not know or ask initial questions about the text.</p> <p>Day 1 task(s) in workbooks. Day 1 is always vocabulary focused.</p>
Day 2	<p>Children should read some or all of the text, in pairs, for approximately 5-10 minutes. This is to build the children’s fluency. Depending on text size, this may be a smaller section or paragraph or the whole text. Children take it in turns to read and listen to one another, with stronger readers supporting the less able readers.</p> <p>Day 2 task in workbooks. Day 2 is always Looking, Clue and Thinking question which children should complete with some adult support or guidance at first.</p>
Day 3	<p>Children should read the text in pairs for a second time, again alternating the reading and listening, and supporting, for approximately 5-10 minutes. Now children are more familiar with the words, they should begin to become more fluent and quicker.</p> <p>Day 3 task is discussion based. The discussion is on the back of the teaching card for the week, and breaks down the Looking, Clue and Thinking questions from yesterday, offering an opportunity to develop and expand on what they wrote yesterday.</p>
Day 4	<p>Children should read the text in pairs for a third time for approximately 5-10 minutes. By now, readers should be developing expression, changing their voices for different characters for example, or improving rhythm in poems.</p> <p>Day 4 task in workbooks.</p>
Day 5	<p>Children should read the text in pairs for a fourth and final time, for approximately 5-10 minutes. You may wish to ask children to read aloud to the rest of the class now they are fluent. At day 5, children should be able to see their own progress from when they read the text on day 2.</p>

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	Day 5 task in workbooks.
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