

SACRED HEART CATHOLIC PRIMARY SCHOOL & NURSERY



Reading Policy

Reviewed and Amended: September 2021
To Be Reviewed: September 2023

At Sacred Heart, we believe that reading contributes to an individual's confidence, sense of achievement and pride in their own ability to understand and achieve the highest standards of work across all subject areas. Reading is a vital skill in ensuring all pupils have the opportunities to reach their full potential and it can inspire them to unlock a wide range of future prospects. Early reading is a key focus at Sacred Heart and from the very beginning, we aim for pupils to be reading widely, fluently and confidently through repetitive stories, rhymes and songs in EYFS and building upon this throughout their primary school journey to read and respond to engaging and challenging texts as well as promote a love of reading for pleasure.

Purpose

Reading is an important life skill, and with the wide selection of text types and platforms available to facilitate texts upon, it is essential for all pupils to develop their abilities in order to access the wealth of literature. Children need to have a secure knowledge of basic skills, of which the foundations are laid in EYFS and built upon throughout their time in the school. During KS2, the children need to develop their confidence in reading across a range of genres, as well as answering a variety of questions in response to their understanding.

As a school, we aim to build upon the children's phonics knowledge and reading skills, which have proven links with children's writing. Therefore, we aim to provide the children with a wide and varied approach to reading. This will include the chance to read published works as well as their own and their peers' work. It is also encouraged that newspapers, comics and web-publications are used to provide this broad and balanced approach.

It is important that children are reading for enjoyment, and that they feel a sense of enthusiasm and achievement in their work. It is recognised by all staff that this is a vital part of children's progression in reading, and therefore will strive to facilitate this enjoyment.

At Sacred Heart, we recognise the importance of enabling all children to read and write in a wide range of genres. By doing this, we are providing the children with an enriched experience and allowing them a greater insight into the wider world. EYFS begins with familiar tales, stories, poems and songs that children enjoy performing and reading alongside others, this builds their confidence in reading as they can know what is coming next in the sentence or rhyme. As pupils move further into their reading journey, they are provided with a deeper range of fiction and non-fiction texts to enrich their understanding of the world. At Sacred Heart we use rich, high quality texts to drive our Curriculum lessons so that pupils will always have engaging literature to enhance their knowledge as they apply their skills throughout their learning journey.

As technology plays an ever increasing role in the world, we need to ensure that we use ICT to develop and support the children's Literacy skills. Teachers need to utilize this regularly to provide the children with a firm footing with computers and other areas of technology. This can be by using web-publishing such as blogs or by using e-books.

Support within sessions can vary from different questions, to modeled answers, pre-reading with support and adults reading the text aloud to support initial comprehension. Repeated reading for fluency is essential and staff will ensure that unfamiliar vocabulary or sentence structure is explained for its purpose and clarification of meaning.

- Guided reading should be delivered within all year groups on a daily basis. Opportunities to develop cross-curricular reading activities should be sought where possible.
- Each class teacher is responsible for ensuring that a range of suitable genres are covered in their class throughout the year.
- Guided reading groups should be based on current ability/N.C. expectation – teacher assessment is used to target the pupils for progression at the correct level of need and questions should be targeted at the expected level for their N.C. year group.
- Teachers can do a range of techniques to deliver the guided reading session, these can be:
 - Guided group with other children responding to the text independently.
 - Whole class teaching so that the children are included with the same text and there are high expectations, however, questioning and tasks will be pitched at the appropriate level for pupils to access.
- Retrieval and inference skills are significant to ensuring pupils are gaining a deeper understanding of what they are reading and how to use vocabulary and phrases to infer what is happening when it isn't explicitly being explained. Pupils must have regular teaching on these skills and they can be supported by parents whilst doing home learning tasks.
- Opportunities to explore spelling, grammar and punctuation, including technical vocabulary, should be explored where possible within sessions.
- Teachers in Foundation Stage, Key Stage 1 and Key Stage 2 have a responsibility to ensure that all children have access to the curriculum, and as so need to differentiate questions and reading material accordingly and include possible intervention work.
- Good work should be shared regularly with the class and appropriate rewards given (e.g. stickers, 'Dojo Points' etc.).
- All staff are aware of the importance of Standard English and this should be promoted at all times to support the work covered in Guided Reading sessions.
- Reading material should be available within class for the children to select. There should be a variety of genres, as well as a combination of fiction and non-fiction. The reading area should be welcoming and the children should be encouraged to use this daily.
- Children should be provided with reading books that they can take home. These books should be based on current levels. Children can also choose a book to read for pleasure from the class library. It is important that teachers check that these will provide a suitable challenge to the reader.
- Reading records/home links books are provided to each child and are to be kept up to date. In FS/KS1 staff should record changes, but as the children move higher up the school, teachers should promote independence and allow the children to complete

their own records. Records should be signed by parents/carers at least 4 times a week to monitor reading at home.

- The school library is to be used by children from each class every week. However, it is not required that each child changes their library book each week.
- As part of our dedication to reading widely, all teachers are to study a range of age-appropriate authors throughout the year. These are to be used across reading and writing and can be used as examples and stimuli for the children's own reading and writing.
- Staff are to record the children's reading books into the reading file, showing which books go home and how regularly they are changed. This should also record the level of reading that the child is currently at. The information in the file should mirror the information in the reading record books which are sent home.
- Teachers must be keeping a record of which book has been sent home and when it is returned so that letters can be sent home to have the book returned, or if it is lost, parents are asked to pay a fee to replace the book.
- All children should have the opportunity to read with a teacher or teaching/classroom assistant on a 1:1 basis at least once per week, including through guided reading sessions.
- The lowest 20% of readers need to be reading 1:1 daily with a member of staff.

Guided Reading Folders

- All classes (excluding nursery) are provided with a Guided Reading folder to monitor guided reading sessions and independent reading.
- The files should follow the agreed format and include: a list of groupings which includes the 'level' of the children; weekly planning/question sheets; assessment sheets to be changed regularly to reflect progress; historical planning and a record of individual/independent reader information.

SEND and Inclusion

At Sacred Heart, we are committed to all children being able to access the English curriculum, regardless of race, gender, ability or disability, religion, social background and culture. Wherever possible, work is adapted to meet individual needs and requirements. This includes the provision of interventions where relevant. EAL children are able to use their phonics sessions and interventions as support and there are dual language books available for EAL children.

Assessment

Teachers assess during Guided Reading session, and provide immediate feedback to the children, including supporting those to recognise how information is retrieved/answers are structured. Teachers are asked to formally assess reading at the end of each term. This assessment is based on pupil's independent reading from both Guided Reading sessions and NFER tests. Teacher assessments are record on O-Track.

Monitoring

Reading will be monitored regularly through learning walks, book scrutinies and lesson observations. Pupil voice will also be used to monitor learning and attitudes to reading. Subject lead and SLT will monitor standards across the whole school and assist in identifying progress within the cohort and vulnerable groups, and those groups in need of support or intervention.

Regularity of Lessons

- Reception – Each child will be listened to reading 2-3 times per week as a minimum.
- KS1 – Classes will have a Guided Reading session each day lasting approximately 20 minutes.
- KS2 – Classes will have a Guided Reading session each day lasting approximately 40-45 minutes.
- Additionally, children should be expected to use the skills and techniques learnt during Guided Reading sessions across a range of curriculum areas.

Selected Resources

Pathways to Read
Literacy Shed
Pobble365
Once Upon a picture
Guided reading whole class texts
I-Pads
E-readers
IWB
Working walls/Displays
School Library
In class book/reading areas

Reading is a major form of retrieving and gaining information and knowledge, and also it is important that the school fulfills its obligation to enable all children to learn and develop effectively. This, in turn, results in a positive contribution to children's self-esteem, allowing them to communicate their thoughts and ideas in a purposeful manner across all curriculum areas, as well as develop independent thinking and learning skills. Reading ensures pupils can access a wider curriculum and ultimately engages them in the wider world, leading them to have high aspirations for their future – at Sacred Heart, we strive to facilitate and develop our pupils as passionate, fluent and confident readers.