



**OLSJ**  
OUR LADY + ST JOSEPH  
CATHOLIC PRIMARY SCHOOL

# Reading Policy

**Our Lady and St Joseph Catholic Primary School**

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Approved by: Governing Body  
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Principles for Developing Readers:

- At Our Lady and St Joseph Catholic Primary School we believe you learn to read, then you read to learn! It is a core skill that all children must master to be successful in life.
- We are determined for all children to master reading regardless of background, needs or ability.
- We ensure there is high quality reading across the school.
  - Our youngest readers focus mainly on phonic knowledge, fluency and comprehension skills.
  - As they develop through the school we focus on children to further become fluent, confident, capable readers who have the comprehension skills to access a varied collection of texts.
- All staff members encourage and foster a love of reading throughout the children's learning. They are all experts in reading and use these knowledge and skills to best support the pupils.
- As reading is such a key skill, we always make it a priority to support those children who have not met the age related expectation.

### **1. The Design of our Reading Curriculum:**

Our reading curriculum is designed to meet the needs of our pupils in context. Most of our children enter Early Years significantly below age related expectation. We have a high proportion of children who are pupil premium and/or special education needs.

#### **Nursery**

From Nursery we develop a love of reading within our children. We foster this through having engaging book corners, core books and regular class reading. Our children are taught daily phonics lessons, which they learn fundamental skills linked to phonics and reading (*Appendix I. Phonics Progression in Reception and Nursery*). These include distinguishing different sounds in the environment, saying different sounds and core skills like rhythm and rhyme. In Nursery we understand the importance of children having strong speaking and listening skills, because of this we also supplement their curriculum with necessary speech and language support. This greatly supports their phonics and reading skills as they move up the school. Children across Early Years have access to quality books in class and at home. We have a Home Core Reading list of books that the children can read at home and in school.

#### **Reception**

From the start of Reception many of the core skills from Nursery are developed and embedded. Regular reading for enjoyment, through a whole class story is done every day along with core books the children become familiar with. We start phonics from day one with a systematic synthetic approach, which is consistent throughout the school and develops term by term through to year 2. While children gain fluency the children have books that build on their phonic knowledge. They also have a levelled book to develop a love of reading at home (*Appendix IV. Reading Level Bands 2020*). Pupils take these books home for a week giving the children an opportunity to reread the book to develop confidence and fluency. We also offer families access to Bug Club books at home, which also support phonic awareness.

Children engage in daily big book sessions. These are designed to support pupil's learning the core skills in reading a book, while also developing their comprehension. Children will also read with an adult in small guided reading groups to develop key reading skills and track pupil progress.

Reading and phonics is a high priority within the whole school. In Early Years and Key Stage 1 it is our *core* priority. It is vital the children achieve within this area at this early stage to ensure they can access the wider curriculum throughout their future years.

## **Year 1**

Our commitment to reading continues into Year 1. In addition to 1:1 reading, whole class phonics sessions, big book sessions and daily phonics, children also engage in “Reading Flooding”. This is a process where all children are heard reading in small groups daily with a trained member of staff. This gives them a chance to become familiar with a range of texts that enhances their reading skills and enjoyment.

The children continue to read books that are phonically decodable until they have mastered phonics. Each week, they take home; a phonically decodable book to support phonics; a book levelled to their ability to support comprehension and a home reading core book to develop a love of reading through shared stories at home and in school.

## **Year 2**

We aim to develop children into confident, capable and independent readers within Year 2. Phonics is continued, and where necessary, remains throughout the year. We also introduce the children to Lexia, which is an online programme to support all children’s developing reading skills. The class teacher uses this to supplement their quality first teaching, and ensure all children have the skills needed to further develop as readers. Daily class stories also continue.

In Year 2 we also use Shared Reading to support pupil’s development of reading skills, especially comprehension and fluency. We introduce the children to Reading Gems (See Appendix III - Reading Gems) as a strategy to answer questions on the texts they read. The books they read are carefully chosen and mapped out across the school to ensure the skills can be taught effectively. Within these sessions they look at a range of text types including non-fiction and poetry.

The children now should have mastered phonics, their reading books are now chosen from a levelled programme to support their development through the school. If they have not completely mastered phonics they will continue to read phonetically decodable books to enhance the phonic understanding.

## **Key Stage 2**

In Key Stage 2 our aim is that all children are confident capable readers. If some children need additional support we offer that through interventions. All our members of staff are experts in early reading and understand how children learn to read. We will continue to offer phonic support to these children where needed.

The main way reading skills are developed in key stage 2 is through shared reading (*Shared Reading Model Plan can be found on the school website*). As in year 2, children use Reading Gems to develop their skills around book comprehension. The books they read are carefully chosen to ensure they meet the needs of the pupil’s learning.

We also introduce the children to Accelerated Reader. This is used as a tool to track pupil’s progress and further develop their reading ability. They self-select books to match their level and continue to improve their reading accuracy. The Accelerated Reader programme helps them gain fluency in reading whilst continuing to develop and check their comprehension skills.

Where we feel necessary, teachers will also teach children in small groups through guided reading. This ensures children have the necessary reading skills and are given enhanced support to ensure they are fluent, decode and comprehend the texts.

## **Vocabulary**

We develop vocabulary throughout the school day, but make it a key priority in the reading sessions. We introduce “tier 2” words (formal language that is not used in everyday speech) through dual coding where teachers feel appropriate. We have clear strategies in how to work out the meaning of unknown words and it is embedded throughout the school. We ensure children are exposed to a range of vocabulary through a range of core books, displaying key vocabulary in the environment and using drama and storytelling. We use the SEEC model (*Appendix II. SEEC model for Vocabulary*) to teach new words within reading sessions, and in other subjects.

## **Love of Reading**

Throughout the school we aim to develop a love of reading. If they learn and treasure books the skills they develop with us will last them a lifetime. To achieve this, we:

- Make our library engaging with a collection of quality books that are regularly replenished.
- Have year group based reading libraries with quality books aimed at the reading age.
- Read stories to the children on a regular basis
- Celebrate World Book Day
- Use Year Group ‘By Heart’ Poems – these are poem lists that each year group uses in order to develop children’s knowledge of poetry.
- Celebrate Reading Week – during this week we focus on the love of reading. We have lots of activities to celebrate authors and how we read.
- Have Celebration Assembly awards - we have readers of the week within our Friday assembly. We also offer rewards for those who complete home reading tasks on Lexia or Accelerated Reader.
- Have ‘Core Reading books’ within the class - our curriculum has been designed with books in mind. They are the core fountain of knowledge and are chosen to be engaging and interesting for all.
- Have ‘Home Core Reading books’ - this offers the children to take the books they love at school home to share and reinforce their learning.
- Use a Reading Spine – Each year group, from Year 2 upwards, have a ‘must read book list’ which we promote the children to read. These offer them great opportunities to read a range of texts and become interested in different authors
- Have “Teacher Reading” posters – these are found throughout the school and model all staff members as readers to show it is not a skill only used in school.

## **Parental Engagement**

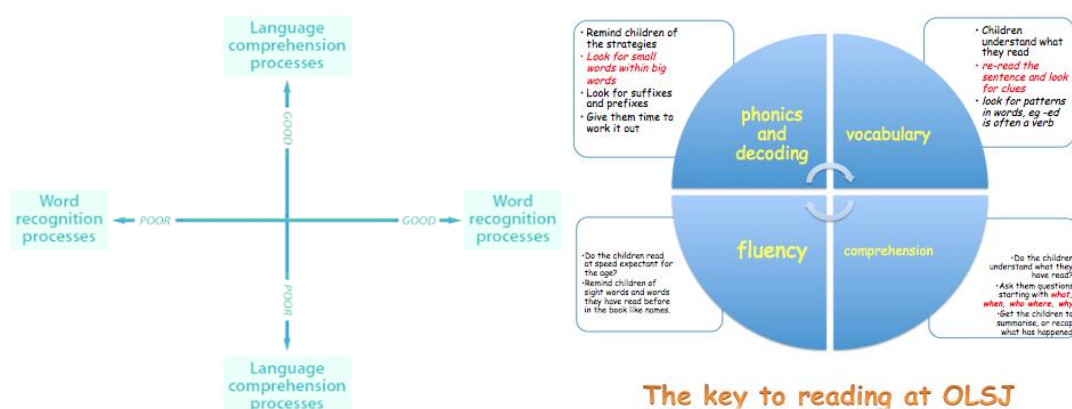
We offer workshops and online support in how parents can support their pupil’s learning and reading skills. We ask children to read daily throughout the school.

In Early Years and Key Stage 1 they will have: a phonically decodable book; a comprehension book; and a reading for pleasure book. The reading of this is recorded in a reading journal. These books are home-school link books. We ask parents and children to creatively share the books they have read and what they have enjoyed. Support is given on how the book is supposed to be used. The aim is to take away it from being a “record”, but more of a celebration of what they have read and enjoyed.

In Key Stage 2, children will have an Accelerated Reader book. We expect the children to read for at least 20 minutes each night. There are no reading records in Key Stage 2 as we track their progress on the amount of quizzes they take. These will vary depending on the length of book they read.

## Assessment

- Teachers will continually track and assess progress of their pupils, thinking about their next steps in learning to improve.
- Teachers record their progress throughout key points in the year.
- Using this data we have pupil progress meetings to track pupil's progress and delve deeper to ensure all children achieve the best they can.
- Within these meetings teachers will have expert knowledge about their children recalling the children's strengths and barriers in line with the simple view of reading and the school's reading quadrant (*Appendix V. Band Development*)
- If necessary interventions are put in place to ensure pupil's make at least expected progress.
- Where we feel necessary, we use the [CLPE's Reading Scale](#) to support in assessment, looking at their reading behaviours as a tracker of pupil's progress to becoming confident capable readers.



We track progress of phonics through a school phonics assessment tracking system. These assessments are completed regularly and ensure the children are at age related expectation. This assessment informs the teacher's future planning.

In reading, in Early Years and Keys Stage 1, we use teacher assessment against the National Curriculum/ Early Learning Goals. This is supplemented with PM benchmark assessments to ensure the children's fluency, comprehension and decoding is strong. When the children reach Year 3 and have mastered phonics we use assessment papers and STAR reading tests. This information informs teacher's future planning.

## Monitoring and Training Arrangements

The monitoring of Reading is done by the Reading Lead. They set out the curriculum with the support of the class teachers and pupils.

Over the term they:

- Attend pupil progress meetings
- Moderate assessment expectations
- Visit lessons
- Support in planning and delivering of lessons

- Listen to children read
- Talk to teachers, pupils and support staff.
- Offer extensive training to ensure all staff ensuring they are experts in reading.

The Reading Lead is supported by a support staff teacher and a core group to further develop the subject. These staff members may complete “day to day” activities, or offer advice and support to the lead or other teachers.

### **Pupils with additional Special Needs**

All children receive the same reading curriculum, but the learning is modified to ensure all can access it. If a child is falling behind, or needs additional support we use additional reading programmes like Lexia to support their progress. Such programmes are tracked to ensure it is having the expected impact.

### **The Role of The Governors and Head Teacher**

The Governors will monitor the effectiveness of this policy and hold the school to account.

There is a link governor who will regularly visit the school and scrutinise the implementation of this policy.

The Head Teacher will also hold the Lead teacher to account to this policy ensuring it is fit for purpose and delivers the most effective provision for our pupils.

**Appendix I. Phonics Progression in Reception and Nursery**

Nursery		
	Phonics	Reading
Whole Year	<p>Aim is for all orally blend segment by the end of the year.</p> <p style="color: red;">Teachers cover all aspects of phonics phase 1 as a whole class session. Any child who is not meeting expectation in an aspect will be given additional intervention.</p> <p style="color: red;">All children are assessed and then shared within the team to promote learning in other areas.</p>	<p>Children take books home to read for pleasure. With their reading books they are also given story map paper to draw pictures of the story and map what happens in each section.</p>
Reception		
	Phonics	Reading
Autumn 1	<p>Complete assessment for those children coming in new. If they don't have the key aspects (not alliteration, rhyming and oral blending and segmenting – get even more) You don't do whole class phonics in this term because the children are not in the same space 6 weeks of intensive teaching orally blending and segment</p> <p>ES/IS/BP/Rhythm/VS will be taught through intervention.</p> <p>Alliteration, oral blending and segmenting are the teacher led focuses throughout. Assessment drives the expectation and teaching.</p>	<p>Children will have 2 guided reading sessions per week. One will be on a phonetically decodable book, the other will be on a not phonetically decodable set to the level of the children.</p> <p>Phonetically decodable- for reading and using their phonics. The expectation Un-phonetically decodable- for reading for please, and develop the children's vocabulary.</p> <p>Children will have daily shared reading sessions.</p> <p style="background-color: yellow;">Tricky words are taught separately we use the set template of "read the word, make the word (say letter names), write the word"</p>
Start of Autumn 2	<p>Phase 2 GPC First 19 sounds (roughly the first 4/5 weeks) Assessment week Revision – revise sounds they all haven't got. Re-teach those ones they don't know – you can do more than one (this will happen for roughly 4 weeks)</p>	<p>Home readers:</p> <p>Children get 2 home readers per week, one phonically decodable and one not phonically decodable.</p>
Spring	<p>Single sounds from u to th Assess Revise</p>	
Summer	<p>Start Phase 3 long vowels</p>	

	Recap these sounds throughout this period filling in any missing gaps throughout summer term.	
<b>Year 1</b>		
Autumn 1	2/3 weeks of long vowel revision (using revision lesson plan) Then go into phase 4 Assess at half term and end of term Any adjacent constanants they struggle with you pull out and write words with those sounds	Children will have 2 home reading books, these will be changed 3 times per week. 1 will be phonically decodable 1 will be benchmarked against their level  Focus children will be given 1:1 reading support with either support staff or external helpers.
Spring	Complete Phase 4 Phase 5 (only up to alternatives)	
Summer	Revision of sounds based on assessments and recapping phase 5 for alternatives	Children will have at least 2 sessions of guided reading per week within "Reading Flooding". One will be on a phonically decodable book, the other will be a benchmarked book. This allows them to develop comprehension, and phonetic understanding.  Children will also get 3 shared reading – big book sessions a week.  Children will practice sight words every day within guided reading and phonics sessions. If we feel they need additional work we will complete small groups too.
<b>Year 2</b>		
Autumn	Go from acorn to the end, then go into -ought	Children will have daily shared reading sessions
	Anyone who has failed to complete phonics screening or we feel needs additional support will be given this support through interventions. We focus the interventions	Once phonics is complete (by end of Autumn) the second session is used as a separate guided reading session. When the bottom 20% are not reading with class teacher they will have an intervention in phonics at this time.  Focus children will be given 1:1 reading support with either support staff or external helpers.  From Y2 children have "must read" books, these are a mixture of modern books and classic books that we would like all children to read. There is also "Spine books" which are key classics that can be found within each class' library.
<b>Key Stage 2</b>		
	Any child who has not passed the phonics screening check we judge	Children have reading books levelled to their ability.



	<p>whether phonics will work for them. We then look at online programmes to support and track their progress.</p>	<p>I Year 5 and 6 we use accelerated reader to monitor their home and class reading progress.</p>
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## Appendix II: SEEC model for Vocabulary

### Select

- *How difficult is this reading material to understand?*
- *What words are most important to understand the text or topic?*
- *What words are unlikely to be part of a child's prior knowledge?*
- *What words lack helpful, directive contexts?*
- *What words appear repeatedly in a text and a topic?*
- *What words are interrelated and help children know additional words?*
- *What words are frequently encountered in many subject disciplines [“Tier 2” words]?*

### Explain

1. **Say the word carefully** (remember the importance of ‘phonemic awareness?’).
2. **Write the word** (this offers opportunities to reference common sounds or letters in the word).
3. **Give a student friendly definition** e.g. **obtruse** – *not very sensitive or slow to understand.*
4. **Give multiple meaningful examples** e.g. *the prince was being deliberately obtruse.*
5. **Ask for student examples and clarify multiple meanings or any misconceptions.**

### Explore

- *Explore the etymology and common word parts to explore meaning.*
- *Explore any common word families, interesting synonyms or antonyms for the word/s.*
- *Explore how the word may be used differently in different disciplines.*
- *Explore multiple-choice questions that offer examples of the word in use.*
- *Explore understanding of the word with peers in ‘think-pair-share’ fashion.*
- *Explore understanding with children restating the meaning of the word/s in their own words.*
- *Explore further questions prompted by the word.*
- *Explore more examples of the word in use.*
- *Explore related images or ideas evoked by the word.*
- *Explore strategies to remember the word or concept e.g. mnemonics.*

### Consolidate

- *Test and learn.*
- *Using the word in the world.*
- *Research and record.*










MIND THE GAP

## Appendix III: Reading Gems

Reading Gems is a whole school reading strategy that aims to teach children to take pleasure in reading by themselves, listening to someone else read, and sharing texts with adults and other children. Different and specific key skills are taught explicitly to the children through discussions about texts, teacher modelling and opportunities to answer questions independently or with support where needed. Each new reading skill is allocated a colour-coded 'gem'. Every week, children focus on a certain reading gem and learn strategies to help them develop that particular skill. Phonics is taught separately to ensure the children develop the necessary decoding strategies that underpin all reading.

### Reading Gems in the Early Years Foundation Stage











Alongside daily phonics, children in EYFS are immersed in a range of texts on a regular basis. Stories are used as a vehicle to engage children in their weekly topic sessions. Weekly reading sessions involve sharing and discussing texts with an adult in small groups, opportunities to self-select texts and look at them with a buddy or individually, and individual reading with adult support. This encourages children to enjoy a variety of texts and to practise decoding skills regularly. The diagram below shows the key skills taught in EYFS. In addition to the 'enjoy' and 'decode' umbrella skills that are taught implicitly in every reading session, five other key skills are taught:

Enjoy 			Decode 	
<b>Define</b> 	<b>Retrieve</b> 	<b>Sequence</b> 	<b>Infer</b> 	<b>Predict</b> 
<b>1a</b> Draw on knowledge of vocabulary to understand texts	<b>1b</b> Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	<b>1c</b> Identify and explain the sequence of events in texts	<b>1d</b> Make inferences from the text	<b>1e</b> Predict what might happen on the basis of what has been read so far

Reading Gems in Year 1 and Year 2 Reading Gems in Year 1 initially follows a similar pattern to EYFS, allowing the children to develop their decoding skills and to develop a love of reading. They continue to develop the five key skills that are introduced in EYFS. As the year progresses, the children will move to a whole-class system, where each skill is taught individually to enable children to develop a 'tool-kit' of basic reading skills to aid their understanding of different texts they read. In year 2, this strategy continues and children are gradually introduced to a weekly 'treasure chest', where they have an opportunity to put all their skills into practice by answering questions that require them to draw on all of their learned skills

### Reading Gems in Years 3, 4, 5 & 6

Reading Gems in Years 3, 4, 5 & 6 As they progress into Key Stage 2, children begin to develop further reading skills that will assist their understanding of what they read: sequencing skills are developed more fully into summarising, and children learn to relate, explore and compare texts. Each week children focus on a specific reading gem. Through the weekly treasure chest, children have opportunities to practise all the reading gem skills they have been taught, and teachers are able to assess their progress. Certain reading gem skills are focussed on more often, such as defining vocabulary, retrieving information and making inferences from texts. This is because these skills are used more often. Currently reading gems isn't being taught in Year 6; however, from September, children currently in Year 5 will have reading gems as part of their timetable, having already been introduced to this strategy.

Enjoy 				Decode 			
<b>Define</b> 	<b>Retrieve</b> 	<b>Summarise</b> 	<b>Infer</b> 	<b>Predict</b> 	<b>Relate</b> 	<b>Explore</b> 	<b>Compare</b> 
2a: Give/explain the meaning of words in context	2b: Retrieve and record information/identify key details from fiction and non-fiction.	2c: Summarise main ideas from more than one paragraph	2d: Make inferences from the text/explain and justify inferences with evidence from the text	2e: Predict what might happen from details stated and implied	2f: Identify/explain how information/narrative context is related and contributes to meaning as a whole.	2g: Identify/explain how meaning is conveyed through choice of words and phrases.	2h: Make comparisons within the text

## Appendix IV. Reading Banding Levels 2020

Year Group	Phonically Decodable books for home readers		PM Bench mark	Home Reading level / Accelerated Reader	Guided Reading Book Bank Level	Year Group Expectation	Bug Club	Big Cat	ORT				
Rec.	Autumn 1 (phase 1)	n/a	1	Ash	Pink	EYFS	Pink		1 / 1+				
	Autumn 2 (phase 2 1 <sup>st</sup> 19)	Ants	2	Beech	Red		Red						
	Spring Term (phase 2/3 to th)	Bees	3	Cedar			Red		2				
	Summer term (mixture of phase 2 and 3 sounds)	Caterpillars	4	Dogwood			Red		2				
			5	Elm	Red								
Y1	Autumn 1 (phase 3 long vowel and phase 4 1 <sup>st</sup> 15)	Dragonfly	6	Fir	Yellow	1 Beginning	Yellow		3				
	Autumn 2 (all of phase 3 and 4)	Firefly	7	Gum	Blue		Blue			4			
	Spring (Phase 5 books)	Grasshopper	8	Hazel			Blue						
	Y2	<p>These books are based on the children's phonic assessments and where they are in relation to our "expected progress" within phonics. A child could be in Y1 and take an ant book if that is where their phonic understanding is.</p> <p>Once a child has passed their phonics screening check, and the teacher feels their phonic understanding is secure they no longer have phonics books.</p> <p>We also use phonics bug club to give children further access to more phonically decodable books at home.</p>		9	Ivy	Green	Y1 Beginning	Green		5			
				10	Juniper			Orange	Y1 Secure		Orange		6
				11	Kiwi						Orange		
				12	Laurel	Turquoise	Y1 Greater Depth	Turquoise		7			
				13	Maple			Turquoise					
				14	Nutmeg			Turquoise					
				15	Olive	Purple	Y2 Beginning	Purple		8			
				16	Poplar			Purple					
				17	Quince	Gold	Y2 Beginning/ Secure	Gold		9			
				18	Redbud			Gold					
				19	Silver Birch			Gold					
				20	Teak	White	Y2 Secure	White		10			
21				Ugli	White								
22				Virginia Pine	Lime	Y2 Greater Depth / Y3 Beginning	Lime		11				
23				Willow			Lime						
24		Xanthoceras	Lime										
25		Yew	Lime	Y2 Greater Depth / Y3 Beginning	Lime		11						
26		Zelkova			Lime								
Y3	<p>Further access to more phonically decodable books at home.</p>		27	<p><b>Accelerated Reader</b></p> <p>Year 3, 4, 5 and 6 have a collection of books for their year group. These are set for the year group, there is some overlapping but each library is individual.</p> <p>(Levelled through Star Reading Test)</p>	Topaz	Y3 Secure/ Great Depth Year 4 Beginning	Brown	Copper and Topaz	8-14				
Y4			28		Ruby		Year 4 Secure / Greater Depth	Grey	Emerald and Ruby	14-16			
Y5			29		Sapphire	Year 5	Blue	Sapphire	16-18				
Y6			30			Year 6	Red	Diamond / Pearl	18-20				

Appendix V. Band Development

<b><u>Bottom 40% tracking on reading</u></b>	Phonics and decoding	Vocabulary	Fluency	Comprehension
Children are strong in this area				
Children are working between Working At and Greater Depth				
Children are working at				
Children are between working below and working at				
Children are working below				
Children have little to no know understanding (please include why)				

We use this document to see where the need for support is for the children in your class.

## Appendix VI. Reading at Our Lady and St. Joseph: An Overview

Provision	Year Nursery	Year Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Daily Story Time	Y	Y	Y	Y	There are regular story times, but is completed daily through shared reading stories.			
Reading Events	Whole School: Reading Week/ National Poetry Day/ World Book Day							
Reccomend a book morning work				Y	Y	Y	Y	Y
Reading Assemblies			Y	Y	Y	Y	Y	Y
Whole school library			Y	Y	Y	Y	Y	Y
Access to a book corner in year group	Y	Y	Y	Y	Y	Y	Y	Y
Lexia				Y	For SEN children and those who have not made expected progress			
Phonics	Y	Y	Y	Y	For children we track through pupil progress meetings			
Guided Reading	Y	Y	Y	Y	For bottom 20% + any the teacher/ SLT feel it necessary for.			
Big Book	Y	Y	Y					
Home Core Reading	Y	Y	Y	Y				
Reading Spine		Y	Y	Y	Y	Y	Y	Y
Accelerated Reader					Y	Y	Y	Y
Shared Reading				Y	Y	Y	Y	Y