



## ST. JOSEPH'S

CATHOLIC PRIMARY AND NURSERY SCHOOL  
LEARNING TO LOVE, LOVING TO LEARN®

### ST JOSEPHS CATHOLIC PRIMARY SCHOOL READING POLICY

#### Mission Statement

St Joseph's vision is that together we are the architects of the future, building lives on the firm foundations of the gospel.

Inspired by Christian values we aim to provide love and security within a curriculum designed to meet the complex needs of all individuals, in order to prepare them to take their place in the ever changing world of today and tomorrow.

#### Reading at St Joseph's

At St Joseph's, we believe reading is the key to unlocking the entire curriculum, therefore we prioritise reading across the whole school.

*"Imagine a primary school where over 7 or 8 years, children are read to, enjoy, discuss and work with around 48 core books. These 'essential reads' would be a store of classics, creating a living library inside a child's mind. This is the 'Reading Spine'" Pie Corbett.*

The above quote forms the basis of our school's approach to reading and its cross curricular links to our enquiry-based learning. Each termly theme in the learning challenge curriculum is supported by a core text; each one contributing to our reading spine, uniquely chosen to match the needs of the pupils at St Joseph's and our curriculum development. Through these, we aim to foster and promote a love of reading that equips all learners to be lifelong readers, therefore encouraging them to find out and engage with the world around them. All of our learners are entitled to being shown the illicit skills for reading through the exposure to high quality texts, which opens-up the gateway to learning across all curriculum areas.

#### Early Reading:

Our aim is for all children to become fluent readers by the time they leave Year 2. They will be enthusiastic, independent readers with a love of books. They will be able to use the key reading skills learnt across the curriculum to unlock their learning in all subjects. This is reflected in the amount of time dedicated towards the teaching of these skills and knowledge; through daily phonics teaching in

EYFS and KS1. The enjoyment of reading is supported and broadened by the key texts supporting each term's learning theme.

### **Phonics:**

#### **EYFS Reception**

Children begin their reading journey at St Joseph's learning to read using the Read Write Inc Phonics scheme to say phonemes, write graphemes and blend sounds to read words.

We follow the Read Write Inc 'Making a Strong Start' to ensure all children make great progress learning to read when they start school at St Joseph's

When children start school in EYFS Reception, they will start learning to say and write the Read Write in Set 1 Sounds. During the first few weeks, children will have a daily whole class Speed Sound lesson where they will learn to say new sounds, practice sounds they have been taught and have opportunities to write these sounds. Once they know their set 1 sounds, children will be introduced to 'Ditty books' when they successfully begin to read single words.

#### **Key Stage 1**

In order to ensure your child continues to develop and deepen their phonics skills, they will have daily phonics lessons in homogenous groups (across Reception, Year 1 and 2 children) which reflect their performance in RWI phonics assessments which are reviewed termly.

Every day, children will have a Speed Sound session to learn to read new sounds, practice reading the sounds they know and practice writing the sounds they know.

Also, every day they will read a Storytime book to learn to practice to read 'green words' These are words that they can 'Fred Talk' to segment and decode using the phonics sounds they know.

In the Storytime books they will also learn to read 'red words' which are tricky words that are not phonetically decodable. Once the children have secured all their Phonics sounds and can read with intonation, they then move into the Read, Write Inc Comprehension group and will take home a banded book from the school library.

#### **RWI scheme**

**Set 1 Sounds** are taught in the following order together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending. Children use pictures to help recognise the sound and then form the shape of the sound.

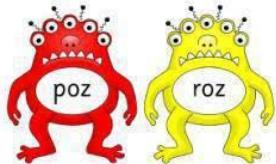


### Set 2 and 3 sounds:

The children are then taught **Set 2 Sounds** - the long vowels. When they are very confident with all of set 1 and 2 they are taught **Set 3 Sounds**.



### Nonsense words (Alien words)



As well as learning to read and blend real words children will have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'. These words will also feature heavily in the Year One Phonics Screening check in the summer term.

### Phonics Screening Check Year One

What is the Year 1 phonics screening check?

The Year 1 phonics screening check is a short, light-touch assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard.

It will identify the children who need extra help so they are given support by their school to improve their reading skills. They will then be able to retake the check in Year 2.

## Reading at Home in EYFS and KS1

Sharing stories, talking and singing every day helps your child's development in many ways.

Reading and sharing stories can:

- Help your child get to know sounds, words and language, and develop early literacy skills
- Learn to value books and stories
- Spark your child's imagination and stimulate curiosity
- Help develop your child's brain, ability to focus, concentration, social skills and communication skills
- Help your child learn about the world, their own culture and other cultures.

### Books for reading at home

- A copy of the Read Write Inc Phonics Book that they are reading in school

*Reading this at home will help your child become secure with the sounds they are currently learning in school.*

- A copy of a Read Write Inc Phonics Book which has sounds your child has already learned in school and is familiar with.

*Reading this book at home will help your child become more confident and fluent reading words with these sounds.*

- A book to read and share

*This is a high-quality book to read with or to your child and share the excitement and enjoyment of a story.*

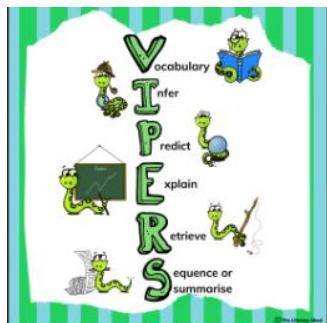
Each child has a home school reading diary that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child daily. Information is given on how to support their child in reading at reading workshops, curriculum meetings and also in newsletters.

As the children progress we aim to build on the reading experiences already acquired. The aim is to develop independence, fluency and self-reliance. A greater variety of texts are made available to allow for more depth, choice and enjoyment.

## KS2

At St Joseph's we considered what makes a 'good reader' and developed a 'skilled focused' approach to reading lessons which ensures all year groups receive high quality learning, covering all reading skills, allowing pupils to develop reading strategies and to discuss texts in detail. Also, 'Book Talk' has also been put at the heart of our reading lessons.

Reading skills including: **prediction, summary, retrieval, author's intentions, comparisons, language choice, fact and opinion, inferential questions** are taught weekly, with particular reading skills as the foci for the day. Reading lessons will focus on the class text and independent application of the developing skills will be applied across the curriculum. VIPERS questions have been built into every reading lesson.



The foundations to this teaching approach are to ensure pupils are exposed to teaching and learning that incorporates all the question types that they are expected to tackle by the end of Primary school. This approach supports our goal that pupils achieve their full potential.

During the week, children will follow a structured timetable to ensure that there is time for 'Book Talk' as well as reading skills.

KS2 reading model – 30 minutes reading every day

	Monday	Tuesday	Wednesday	Thursday	Friday
Fluency	Fluency First Read (15 mins)	Echo Reading (5 mins) Paired Reading (5 mins)	Echo Reading (5 mins)	Paired Reading (5mins)	Independent Reading (5mins)
Vocabulary	Vocabulary (10 mins)	Vocabulary (10 mins)	Vocabulary (10 mins)	Vocabulary (5 mins)	
Comprehension	Retrieval (5 mins)	Retrieval (10 mins)	Inference (15 minutes)	Words in Context (20 mins)	Extended answer questions requiring evidence (25 mins)

When teaching comprehension ensure to model skimming and scanning

Reading is the priority throughout the whole curriculum and there will be opportunities to read in **EVERY** lesson (including Maths, Geography, History, Science etc).

As the children move through the school, opportunities to read independently for a sustained period of time are afforded to them. More varied texts are available to support the widening interest shown as children progress; environmental newspapers, magazines, multicultural texts, plays, non-fiction, poetry, CDs, dictionaries, thesaurus etc.

Children develop an inquisitive mind while reading freely, applying the skills taught to promote ‘good readers’, and in turn, a lifelong love of reading.

## **Reading support in KS2**

To support any pupils who are still developing their fluency and comprehensive-reading skills expected at their level, we have adopted the ‘Herts for Reading Fluent Readers Intervention’. This works alongside the school’s structured teaching of reading. The programme is designed to support pupils working below age-related expectations and develop the skills of fluent readers who can assess age-related texts in 8 weeks.

For those children who still require help with decoding, there are phonic intervention groups, following the RWI scheme to ensure continuity across the school. For children in years 5 and 6, the phonics teaching will follow the age appropriate RWI Fresh Start scheme.

## **Books for reading at home**

Children in the Key Stage classes take home a book from our school library every week to be shared with parents.

## **Reading Environment**

Classrooms and all school areas provide a print rich environment to promote the importance of reading. Reading displays form a part of that environment. Examples of such displays include – book corners, collections of favourite books, book reviews, word of the day, author displays and collections of books on a similar theme will help to develop enthusiasm.

Our reading corners include a collection of high-quality reading for pleasure books for every year group at St Josephs.

They are displayed on book cases inside every classroom to inspire children and help them choose books they are excited to read. We have ensured that we:

- are not displaying too many books at once
- refresh the display frequently
- make the books attractive and easy for children to find.

These books are high quality relevant texts selected from:

- Book Trust 100 best books
- National Literacy Trust recommendations
- Pie Corbett Reading Spine

The books chosen for each book case include:

- Some favourites from previous years
- Some more challenging texts
- Some texts at lower reading age to ensure access for all children
- A range of genres: Fiction, Non-Fiction, Traditional Tales and Poetry

### **Enjoyment of reading:**

- We start the school day with a ‘soft start’ from 8.45am until 9am children can enter the classrooms on arrival to school. This time is dedicated to reading; reading in many different forms, reading alone or with a partner, additional 1:1 support or whole class shared reading. We are lenient on the book selection because we want this to be a time of enjoyment in reading for the children.
- Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, i.e. ‘Book Week’, ‘World Book Day’ and ‘Summer Reading Challenges’. Such activities include visits by published authors, skilled story tellers from many cultures, performances by professional theatre groups, making books, using drama, dance and music to illustrate texts.
- Book Clubs runs for both key stages over the year.
- We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers. In addition to school staff reading with the children we also buy into Beanstalk reading programme run by trained volunteers for the charity.

### **Reading Mileage**

According to Allington et al 2008, ‘Some researchers suggest beginning readers need to read 600-1000 words a week to become competent readers’.

At St Joseph’s, every attempt is made to ensure that our children gain ‘reading mileage.’ This means ensuring that the children have opportunities to read wherever possible, both within Reading lessons and across the curriculum.

Opportunities for extending reading mileage at St Joseph’s are:

- Individual Reading ( 1:1 reading with an adult in school)
- Shared Reading
- Guided Reading
- Phonics
- Reading across the creative curriculum
- Independent reading
- Catch up phonics interventions
- Herts for Reading Fluent Readers Intervention
- Staggered start to the day dedicated to ‘enjoyment of reading’
- Beanstalk reading programme

POLICY REVIEW TERM: BIENNIAL

Policy reviewed: Nov 2023

Next review: Nov 2025