



Reading Policy - Sacred Heart Primary School

Updated February 2022

Aims

Our aims are for all children at Sacred Heart to:

- Become a confident, fluent and expressive readers.
- Read with enjoyment across a range of genres.
- Read for pleasure as well as for information.
- Read and respond to a wide range of age appropriate Literature.
- Understand the layout and how to use different genres and text types.
- Understand and apply their knowledge of phonics and spelling patterns using these to decode words with accuracy.
- Build familiarity of sight words/high frequency words enabling a fluent reader.
- Develop an interest in words and their meanings which further develops a rich and varied vocabulary.
- Understand/ respond to a range of cultures and literary heritage.

We follow the Little Wandle Letters and Sounds phonics programme in EYFS and KS1. The teaching of phonics starts in Nursery. The aim in Nursery is to develop children's speaking and listening skills, get children attuned to the sounds in their environment and to begin developing oral blending and segmenting skills.

In Reception, children move onto Phase 2 where they begin to learn sounds and are introduced to up to 4 new GPCS a week with a revisit and revise on day 5. These lessons comprise of learning different graphemes, focussing on oral and aural phonological skills, blending and segmenting, and sight vocabulary. During these sessions, children are also explicitly shown how to apply their developing skills to their writing through a daily writing session. This knowledge is built upon in Year 1, and it is our expectation that all children

pass the phonics-screening test at the end of that year. Sounds that are more complex/alternate sounds are re-introduced and reinforced throughout Year 2. Alongside the teaching of phonics, children are taught key words many of which are short, common words, which appear frequently in all texts. Children will have daily, rigorous opportunities to practice these key words discretely, and in the context of their learning. It is our expectation that all children can read and spell the key words for their year group.

Pupils have opportunities to undertake guided, shared and independent reading throughout the school. A diverse range of group reading books and reading schemes with fully decodable books are available in EYFS – KS1 (Big Cat books) and KS2 (Oxford owl). For those children who are reading below aged related expectations an appropriate scheme is used to support their reading abilities.

In KS1 the children's books are fully decodable and are matched to the Little Wandle scheme. In KS2 we follow Oxford Owl Reading scheme which provides pupils with a wide selection of reading books and experiences from different genres and subject matter. Teachers read a variety of written material regularly with the children: fiction and non-fiction, stories, reports, diaries, poems etc. To ensure children are reading at the appropriate level, each class has numbered banded books. The banding of books helps to determine the appropriate level of books the children are reading as part of our home reading system.

Children in Nursery engage in daily reading through group sessions, small-group work and through the continuous provision where reading is incorporated into all areas of the learning environment, both indoors and outdoors. Parents are encouraged to stay and read a book with the children at drop-off time in the mornings and are encouraged to borrow a book to take home. In Reception, as well as engaging in reading as Nursery does, children read 1:1 with an adult on a daily basis to build up their fluency and word recognition. As well as their Reading book and Reading record, the children have a Phonics book which is sent home each night for children to read with their parents/carers. Within their Phonics book the sound that has been taught that day is put in for the children to trace and write underneath. This also includes tricky words when they are taught by the teacher.

In Key Stage 1, guided reading takes place. During these sessions, the class teacher reads with differentiated ability groups of around six children at least 3-4 times a week depending on their Reading ability. The ultimate goal in guided reading is to help children learn how to use independent reading strategies successfully and develop their decoding, comprehension and prosody.

In Key Stage 2, in order to build on the reading practices that have taken place in the EYFS and KS1, children will participate in a whole class reading approach. This encourages children to apply and implement a range of learning behaviours and reading strategies which, brought together, allow children to explore and understand texts independently, at a deeper level. In order to develop a love of reading there are opportunities for children to read a wide variety of texts independently. In addition to this, all classes have a class novel that is shared at the end of each school day, this is a free choice book either chosen by the

class teacher or recommended by a child. These books feature within the whole school reading spine which focuses on the five specific text types that allows each child to navigate reading with confidence. These five text types can be seen in the table below:

Reading spine: Texts across the school

	Archaic text	Non-linear sequences	Narratively complex	Symbolic text	Resistant text
Nursery	The Three Billy Goats Gruff	'I Can Share' by Daniel Nunn	'Don't Worry, Hugless Douglas' by David Melling	'Guess How Much I Love You' by Sam McBratney	'Toddle Waddle' by Julia Donaldson
Reception	Jack and the Beanstalk	'Time To Get Out of the Bath, Shirley' by John Burningham	'The Jolly Postman' by Janet & Allan Ahlberg	'Owl Babies' by Martin Waddell	'Not Now Bernard' by David McKee
Year 1	'Red Riding Hood' by various authors	'Voices in the Park' by Anthony Brown	'The Wolf Story: what really happened to Little Red Riding Hood' by Toby Forward	'The Magic Paintbrush' by Julia Donaldson	'Lost and Found' by Oliver Jeffers
Year 2	'The Magic Faraway Tree' by Enid Blyton	'The Trouble with Trolls' by Jan Brett.	'The Day the Crayons Quit' by Drew Daywalt	'The Red Tree' by Shaun Tan	'Ning Nang Nong' (poem) by Spike Milligan
Year 3	'The Emperor's New Clothes' by Hans Christian Anderson	'The Butterfly Lion' by Michael Morpurgo	'Max and the Millions' by Ross Montgomery	'The Iron Man' by Ted Hughes	'The Mysteries of Harris Burdick' by Chris Van Allsburg
Year 4	'The Lion, the Witch and the Wardrobe' by CS Lewis	'Dominic Grows Sweetcorn' Mandy Ross	'The Witches' Roald Dahl	'Cinnamon' by Neil Gaiman	'Cloud Busting' by Malorie Blackman
Year 5	'The Highwayman'	'Holes' by Louis Sachar	'The Silver Sword' by Ian Serrailier	'The Rain Player' by	'Sky in the Pie' by

	by Alfred Noyes			David Wisniewski	Roger McGough
Year 6	'Charge of the Light Brigade' by Alfred, Lord Tennyson (Crimean war – any parallels with WW1)	'Cosmic' by Frank Cottrell-Boyce	'Wonder' by R.J. Palacio	'Who let the Gods Out?' by Maz Evans	'The Arrival' by Shaun Tan

Ref from the book “Reading reconsidered” by Doug Lemov

Assessment

Assessment for learning is ongoing. The staff assess progress and attainment in Reading every term updating statements and steps on Target Tracker, using evaluations made on their planning and guided reading sessions. Written assessments of comprehension and Reading skills are assessed using various AFL strategies and formally assessed each term using Nfer Reading Assessments to inform teacher judgements and support the learning needs of each child. Teachers also have the opportunity to assess during internal moderation on a half termly basis to ensure each child is on track and whether they may need additional intervention support.

SEN

Pupils with difficulties in learning to read or with Special Educational Needs have their needs identified promptly and interventions provided that will accelerate their progress. Progress is measured and tracked to ensure they are catching up with their peers. In KS1 for example, additional teaching and support is provided through with additional 1:1 reading with an adult, extra guided reading in small groups and daily “Catch up” Phonics sessions. In KS2 additional teaching is provided through regular 1:1 reading with an adult and pre-teaching of key vocabulary to support children’s understanding within comprehension.

Home Reading

For children to become fluent readers, at Sacred Heart we expect children to read at home every evening. The time children spend reading each day varies for each year group for example:

Reception and Key Stage 1: 10-15 minutes

Years 3 and 4: 20 minutes

Years 5 and 6: 30-40 minutes

Families are expected to listen to their children read and ask questions to develop comprehension. Within EYFS and KS1 the children have a short activity each night that focuses on Retrieval, inference, vocabulary and recap/retell.

The children also have access to Reading Eggs which is a digital platform they can access in school and at home. The Reading Eggs programme focuses on a core reading curriculum of skills and strategies essential for sustained reading success.

The school Library

The children from Nursery – Year 6 are given the opportunity to visit the school library on a fortnightly basis. Within this session they are able to borrow a book that is suited to their reading level. Our school Librarian will use the allocated time to read a book to the children and have a discussion that is linked to the book.

Reading for pleasure

Within Sacred Heart we aim to promote and encourage children to develop reading for pleasure within the classroom and at home. During the school day the children are given time to spend reading a library or class library book. For Years 5&6 the children participate in an additional reading for pleasure initiative run by Islington Borough. The children are able to select a title from a range of genres both fiction and non-fiction. Depending on the number of books read by the individual they receive a certificate.

The children are given opportunities throughout the week to read their chosen book from their class Library or School Library. Children are encouraged to complete reviews and book recommendations for their peers in order to further support establishing reading for pleasure and positive reading behaviours.