

Reading Policy

Intent – What we teach and why we teach it, ambitious for all.

The context of our school

At The Priory Catholic Voluntary Academy, it is essential that our approach to teaching reading is accessible to all learners, regardless of background and any SEND, and regardless of whether they are disadvantaged or not. Every child is unique and special in the eyes of God and we must empower them with the gift of reading. We believe reading, at the expected level, is the key to accessing the full curriculum. Through instilling the WE CARE characteristics, our pupils at The Priory Catholic Voluntary Academy are enthusiastic readers and resilient decoders.

Teaching reading: Pupils who have exited the Little Wandle programme

Teaching reading through *Little Wandle Letters and Sounds Revised* in Key Stage 1, empowers our pupils to read with fluency, prosody and understanding. We want our pupils to transition from learning to read to reading to learn as quickly as possible. When our pupils complete the reception and year 1 *Little Wandle Letters and Sounds Revised* programme, they can read phase 5, set 5 books at a rate of 60+ words per minute and have all the knowledge and skills to pass the Phonics Screening Check at the end of Year 1.

Year 2

In year 2, our pupils review phase 5 before bridging to spelling. These pupils complete the alphabetical code before completing a 20-week spelling programme. *(See Year 2 programme progression.)*

Pupils who have exited the *Little Wandle Letters and Sounds Revised* programme in year 2 continue to receive reading practise sessions each week with a teacher or TA focusing on decoding, prosody and comprehension. However, they practise reading using books which are beyond phase 5 set 5. These books focus on application of the complete alphabetic code and focus on building fluency from 60+ words per minute to 90+ words per minute by the end of year 2 with more ambitious chapter books containing more challenging vocabulary.

Year 2 pupils who did not pass the Phonics Screening Check at the end of Year 1

Pupils must complete the Reception and Year 1 phonics programme and read every book up to and including phase 5, set 5. Year 2 pupils who did not pass the Phonics Screening Check in Year 1 will complete or revisits parts of the *Little Wandle* programme. They will also continue to receive their three reading practise sessions in line with the *Little Wandle* programme. These pupils will also receive extra keep up sessions and extra reading sessions whenever possible so the gap between themselves and their peers does not widen.

Key Stage 2

Teaching reading: Key Stage 2

When our pupils begin Key Stage 2, they are confident, fluent readers who read at pace with expression and understanding. They have the bedrock of knowledge to tackle longer, more complex texts and books.

Pupils in Key Stage 2 have reading lessons four times a week. During each session, pupils participate in a shared reading session as a class with a focus around a particular strand of the reading curriculum. We follow the National Curriculum in Key Stage 2 reading lessons while also ensuring the texts we choose to use reflect our pupils and the world they live in.

Pupils take home a colour banded book of their choice (within a set colour) to read at home. They also take home and a pleasure book for a family member to read to them.

Teaching reading: Pupils in Key Stage 2 who did not pass the Phonics Screening Check at the end of Year 2.

We timetable *Little Wandle Letters and Sounds Revised* phonics lessons for any pupil in Key Stage 2 who are not secure in their phonics knowledge and application of phonics in reading in KS2. These pupils urgently need to catch up, so the gap between themselves and their peers does not widen and so they are not limited in their ability to access the whole curriculum. We use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up programme – at pace. These short, sharp lessons last 15-20 minutes and have been designed to ensure pupils quickly catch up to age-related expectations in reading. The lowest 20% of year 3 and 4 pupils also have additional guided reading sessions to focus on fluency, expression and comprehension.

A very small proportion of pupils with complex special educational needs and disabilities will need reasonable adjustments to support them learn to read. A very small proportion of Key Stage 2 pupils may be taught to read through a whole word approach such as action words or through studying words using a morphological approach. This would only ever take place after discussion with the SENDCO and other professionals. These pupils would have PMLD.

Reading for pleasure, our culture of reading and personal development

At The Priory Catholic Voluntary Academy, we value reading as a crucial life skill. By the time pupils leave us, they read confidently for meaning and regularly enjoy reading a variety of books for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our pupils to see themselves as readers for both pleasure and purpose. We read to our classes daily and each class has an inviting reading corner.

At The Priory Catholic Voluntary Academy, we believe pupils' confidence and self-esteem can be linked to their successes in reading. This is why we have a culture of reading continuing from Key Stage 1 into Key Stage 2 with reading lessons and daily story times. We enrich our reading curriculum with visits to the library and celebrations of reading events such as Book Fairs and World Book Day.

Implementation – What it looks like in practise.

Reception and Key Stage 1

Pupils at The Priory Catholic Voluntary Academy are taught to read through phonics using *Little Wandle Letters and Sounds Revised*. The application of phonics in their reading practise sessions takes place multiple times during the week, every week, from week 4 of EYFS. (See *Phonics and Early Reading Policy*.)

Key Stage 2

Pupils in Key Stage 2 receive reading lessons four times a week. During these 30-minute sessions, pupils participate in a shared reading session as a class with a focus around a particular strand of the reading curriculum such as retrieval, inference, vocabulary, summarising etc. (See *Key Stage 2 Reading Progression Documents* for full coverage.)

In Autumn 1, Spring 1 and Summer 1, texts will be shorter and cover a range of text types and genres:

Week 1: Fiction

Week 2: Non-Fiction

Week 3: Poetry

Week 4: Non-Fiction

Week 5: Other Stimulus (Song lyrics, Adverts, Playscripts, Specific influential people)

In Autumn 2, Spring 2 and Summer 2, pupils read and complete work around carefully selected novels. We follow the National Curriculum in Key Stage 2 reading lessons while also ensuring the texts we choose to use reflect our pupils and the world they live in. (See *Key Stage 2 Reading Spine Rational*.)

Pupils take home a colour banded book of their choice (within a set colour) to read at home. (See *Book Band Year Group Expectations document*.) We encourage pupils in KS2 to keep journals and records of their reading which is monitored by class teachers.

They also take home and a pleasure book for a family member to read to them. **We strongly believe a pupil is never too old to be read to.** Therefore, we encourage pupils to participate in reading challenges that they can do with adults at home.

Guided reading

Particularly for the lowest 20% of readers in LKS2, additional weekly guided reading sessions take place in small groups so these pupils can practise their decoding and comprehension skills. We need these pupils to read with more fluency and better understanding to allow them to keep up with the demands of the whole Key Stage 2 curriculum.

Additional reading support for vulnerable pupils

Vulnerable pupils such as those who did not pass the phonics screening check in KS1 and those with SEND that affect pupils' attainment in reading, are monitored closely. They are supported through Rapid Catch-Up sessions designed to ensure pupils quickly catch up to age-related expectations in reading. Pupils who join our school in Key Stage 2 from the UK or abroad may also be vulnerable. These pupils would also receive Rapid Catch-Up sessions if they do not have the bedrock of knowledge in reading to access the whole KS2 curriculum.

These pupils make up some or all of the lowest 20% in our Key Stage 2 classes and so receive additional guided reading sessions and extra one-to-one reading sessions and intervention with teachers, TAs or reading volunteers.

Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to pupils every day. We choose these books carefully as we want pupils to experience a wide range of books, including books that reflect the pupils at The Priory Catholic Voluntary Academy and our local community as well as books that open windows into other worlds and cultures. We use books which support and embed the teaching of British Values and Protected Characteristics.
- Each class in key stage 2 has a carefully chosen class novel for each half term for the teachers to read to the class.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice pupils to read a wide range of books.
- In Reception, pupils have access to the reading corner every day in their free flow time and the books are continually refreshed.
- All pupils have a home reading record/ reading journal. The parent/carer records comments to share with the adults in school and the adults will write in this to ensure communication between home and school.
- As the pupils progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- Each class visits the local library. Pupils across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (whole school reading challenges, book fairs, author visits and workshops, World Book Day and other national events).
- We use the Everybody read! resources to grow our teachers' knowledge of current books, the most recent research and to grow our own Reading for Pleasure practice.
- We subscribe to the Education Library Service and use this to constantly refresh the books in our classroom to enrich the curriculum and expand the options for reading for pleasure.

Assessment

- Pupils in Key Stage 2 complete Holborn assessment at the beginning and end of the academic year.
- Pupils in Key Stage 2 complete a Collins Fluency assessment three times a year.

Whole School Assessment

Teachers assess pupils daily during reading sessions. These formative assessments inform their teaching and intervention. Class teachers in all year groups complete summative assessments on our school data inputting system termly. This is monitored and analysed by the reading lead and SLT.

Ongoing assessment for Rapid Catch-up in Years 2 to 6

- Pupils in Year 2 to 6 are assessed through:
 - the Rapid Catch-up initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching
 - the Rapid Catch-up summative assessments to assess progress and inform teaching
 - the Rapid Catch-up fluency assessments when pupils are reading the Phase 5 set 3, 4 and 5 books for age 7+.
- The fluency assessments measure pupils' accuracy and reading speed in short one-minute assessments. They also assess when pupils are ready to exit the Rapid Catch-up programme, which is when they read the final fluency assessment at 90+ words per minute.

Impact – How we monitor.

Because we believe teaching every child to read is so important, we have a Reading Coordinator who drives the early reading programme in our school as well as being responsible for every child's journey into KS2.

Monitoring

- In the first half of the year, the Reading Coordinator will complete lesson observations of reading sessions and feedback to staff. Based on findings, the Reading Coordinator may lead extra CPD for staff before completing a learning walk in the second half of the year.
- The views of the staff and pupils at The Priory Catholic Voluntary Academy are extremely important. Therefore, the Reading Coordinator will regularly conduct pupil and staff voice and will use these findings to improve reading across school.
- The views of parents are vital in ensuring they engage with school to support with reading at home. We gather parent views at parents' evenings, reading workshops and phonics screening information sessions.
- The Reading Coordinator also meets with the reading link governor who oversees and challenges our school's reading offer.

Completed by Elizabeth Williams (Reading Coordinator)

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