

**Our Lady & St. Hubert’s Catholic Primary School.**

READING POLICY

Policy approved by Governing Body (add date)

Signed……………………………………………………………

Role……………………………..Date…………………………..

READING POLICY

**Rationale**

This policy was compiled in September 2017 as a result of consultation of with staff, pupils and governors of Our Lady and St. Hubert’s School and reflects a shared philosophy about reading. The ideas in the policy have been formed following discussions, observation, monitoring and evaluation.

At St. Hubert’s, we believe that reading is both a source of enjoyment and a vital skill which can enhance a child’s life chances and should therefore be central to the whole curriculum.

**Purpose/aims**

The purpose of this policy is to:

• Outline the methods and expectations for the teaching and learning of reading at OLSH

• Raise standards in reading with the ultimate aim that all children at OLSH should have a reading age which matches or exceeds their chronological age **in fluency and comprehension**

• Promote consistency of practice while accounting for different contextual needs and circumstances

• Promote reading for enjoyment

• Support the induction of new staff, teaching and support

• Identify roles and expectations of different stakeholders: staff, pupils, parents, SMT

• Facilitate access for all to the curriculum

• Enhance pupils’ life chances

• Provide a whole school structure and progression for the teaching of reading with clear expectations for each year group

**Objectives**

**Within each class, the classteacher should have ultimate responsibility for reading, even though support staff may hear children read their reading books frequently.**

**Staff (teaching and class-based support staff) should:**

• Know what is expected regarding the delivery of the teaching of reading within each year group

• Be clear of their role in delivering school policy

• Be aware of standards of attainment achieved and expected within each year group

• Understand different methods that can be used to deliver teaching and learning in reading

• Understand progression in the teaching of reading from earliest phonics to higher order reading skills

• Be aware of different strategies that can be used for pupils with different educational needs e.g. SEN, EAL, specific learning difficulties, gender differences, more able children

• Work with support staff and the SENCO to identify and deliver strategies to support children with differing needs

• Be aware of resources, both new and in use, that can be used to support the planning, teaching and assessment of reading and promote reading among pupils: this includes comics and magazines appropriate for the child’s age and interests and in line with the school ethos

• Provide good role models to pupils by displaying positive attitudes to reading

• Use ICT to support the use of reading

• Keep records which record pupil activity and progress in reading and can be easily interpreted by others

• Undertake assessments to inform provision and support

• Use the home-school partnership book as a record of reading progress, activity and achievement and to communicate with parents/carers about reading

• Support children in filling in reading diary section of home-school books.

• Promote reading and reading activities as a homework task on a regular basis

• Use praise and rewards to encourage reading e.g. stickers, partnership books, certificates, ‘reader of the week’, ‘reader of the term’

• Provide a reading rich environment, including a reading corner in each classroom

• Make active use of the KS1 and KS2 libraries to enhance provision

• Provide opportunities for reading in cross-curricular contexts

**Pupils will:**

• Understand the importance of reading for their life chances and ability to access the curriculum

• Have the opportunity to read daily in school for the purposes of making progress, for enjoyment and for learning within the curriculum

• Have the opportunity to read to a range of other individuals including adults on a daily basis within and beyond school

• Have access to a range of strategies and resources to support their development in and enjoyment of reading

• Develop personal preferences in reading

• Have the opportunity to read out loud e.g. in assemblies, Masses, class activities

• Make a positive contribution to others’ attitudes to reading e.g. by using their evaluative skills to recommend books to others or for purchase for the school or by acting as reading buddies to other pupils

• Receive the support they need in line with their learning needs, their chronological age and their reading age to enable them to make progress, enjoy and achieve in the area of reading

• Develop higher order reading skills

• Read at home for 20 minutes daily (KS2), 10 minutes (KS1)

• Use the home-school partnership book as a record of reading progress, activity and achievement - Expectations are for children in Y1 to begin entries themselves in Summer Term, Y2 make entries on a weekly basis, KS2 to make entries on a daily basis

**Parents/carers will:**

• Support the whole school policy in reading in particular the recommended times for daily reading

• Work with the school to develop reading skills

• Promote and support new initiatives which will encourage reading in school e.g. book fairs, library activities etc

• Provide good role models to pupils by displaying positive attitudes to reading

• Use the home-school partnership book as a record of reading progress, activity and achievement

• Use praise and rewards to encourage reading e.g. stickers, partnership books, certificates

• Encourage the child to read over and beyond school material and access the local library

**The SMT and Governors will:**

• Monitor standards in reading and ensure the allocation of resources promotes enjoyment and achievement in reading (e.g. environment, staffing, budget allocation, resources purchased, school library service, themed days)

• Use praise and rewards to encourage reading e.g. stickers, partnership books, certificates including ‘Reader of the Week’ and ‘Reader of the Term’

• Promote and support new initiatives which will encourage reading in school e.g. book fairs, library activities etc

• Provide good role models to pupils by displaying positive attitudes to reading

• Support the designated librarian in their maintenance and development of the library at school

**Methods of delivery**

Reading will be delivered through a variety of strategies including:

**Phonics Provision**

At OLSH we teach phonics (letter sounds) using the Read Write Inc programme.

The RWI programme is for primary school children learning to read.  We use this programme and children from Reception up to Key Stage 2 will participate in it.

Using the RWI method:

* Children in the early years learn to read confidently and fluently.
* Older children with reading difficulties make fast progress.
* Children with specific learning difficulties learn to read.

RWI is a systematic and lively programme and is organise by the RWI Manager in school.  All the staff have been trained in delivering RWI and staff receive regular updates and training. Children in YR and KS1 have daily sessions in RWI on Monday – Thursday, and are grouped according to their reading level.

**Reading**: Children learn 31 sounds in set 1, 12 sounds in set 2 and 17 in set 3. They learn the corresponding letters/letter groups using simple picture prompts.  Children learn to read words using sound blending.  They read lively stories featuring words they have learned to sound out.  They show that they comprehend the stories by answering ‘Find It’ and ‘Prove It’ discussion questions.

**Writing**: The children learn to write the letters/letter groups which represent the 44 sounds.  They learn to write words by saying sounds and graphemes. The children write ability appropriate sentences and compos stories based on picture strips. They are encourage to use their ‘Fred fingers’ in their independent writing activities.

**Talking**: Children are assessed so they work with children at the same level.  This allows them to take full part in all lessons.  They work closely with their partner, answering questions and practising activities with their partner.

**Set 1 Speed sounds**



**Set 2 and 3 sounds**



Once the children have learnt all these sounds they should be able to apply them to their reading to help them read fluently.

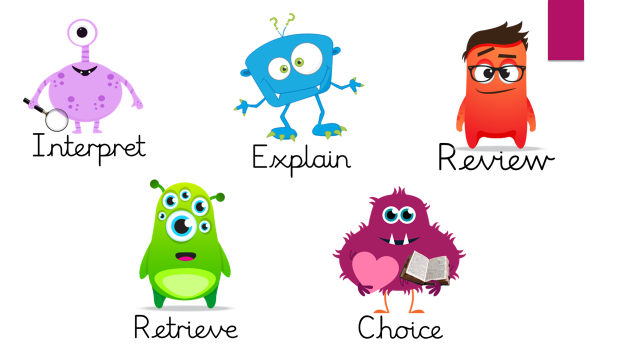
**Reading Comprehension Skills**

At OLSH we aim to teach the skills children need to access, understand and enjoy different texts, as well as the ability to decode words. Specific sessions are used to teach and apply the skills of explanation, inference, retrieval of information, analysis of the author’s choice of vocabulary, structure and intention, and performance of the written word.

Skills will also be taught in a cross-curricular way, using thematic texts to help immerse children in a topic and a range of literature. Outcomes will be recorded in individual Reading Exercise books.

OLSH staff will use a visual prompt of a character associated with the skill from Reception – Year 6 where appropriate. This is to ensure continuity and to engage children in the comprehension activities.

National curriculum objectives have been cross-referenced against each skill and year groups are provided with a full objectives list (See Appendix 1). Class teachers ensure coverage of skills through planning and children monitor their own skills progression with ‘Child speak’ targets in the front of their books.

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**OLSH Extension in Reading**

A gifted and talented library of classic titles is available for children identified as achieving greater depth in KS2. These books are kept in the Leaders’ Room for the children to access independently.

**Reading Challenge**

Each year group is encouraged to complete a challenge of reading a number of books across their academic year. This encourages a range of text types and author styles. Books have been selected to challenge pupils and therefore pupils are encouraged to read some of the texts at home with helpers in order to help them to access the text. A full list of texts can be found in Appendix 2.

**Other Methods of Delivery:**

• Precision teaching (beat the clock for phonics/common exception words /reading scheme vocabulary/sight vocabulary)

• Use of school reading scheme (Oxford Reading Tree) and supplementary schemes

• Use of book bands

• Group reading / Shared reading / Individual reading / Reading to the teacher and class based staff

• Peer reading buddies

• The use of comprehension resources e.g. Reading Lab, Cracking Comprehension, 50 Shared Texts, Year Group specific resources, also used for intervention resources

• Use of school and public library

• Use of ICT including websites

• Shared class books/storytimes

• Extracurricular events/activities to promote reading e.g. story club, storytellers, competitions, readathons, World Book Day

**Overall Statement of entitlement**

At certain times of the year e.g. productions/assemblies/visits out of school/special events in school it is recognized that other priorities may come to the fore. However, the following should be aspired to at all times:

In all classes children should:

• Read daily in a variety of contexts in school.

• Read daily at home, preferably supported by an adult and recorded in home/school book

• KS1 and KS2 - a minimum of a reading scheme book, 2 choice reading books to take home (unless a free reader)

Reception - a minimum of 2 stage books and 1 choice book after Baseline assessments in Autumn Term

• Have the opportunity to change their reading scheme books at least once a week

(Children do not need to read books to teacher before they are changed as long as parents have written in home/school partnership books)

• Have the opportunity to change their choice reading books daily if appropriate

• Have the opportunity to use the public library/have a visit from the public library librarian

• KS1/KS2 - Experience daily reading of a shared text (could be class book/novel)

• Reception - Experience daily shared texts or reading provocations for purposeful play

**Entitlement by year group**

**Reception:**

• RWI at appropriate phase

• Children share a book with an adult at least once a week,

• Access to reading corner/ opportunities for private reading and/or to share books daily

• Precision teaching at least every other day (preferably daily) after Baseline assessment – for initial sounds, moving to CVC word sheets.

**Y1:**

• RWI at appropriate phase

• Specific Reading Comprehension skills lesson once a week

• Children read to an adult once a week

• Opportunities for private reading and/or to share books daily

• Precision teaching at least every other day( Preferably daily) when assessed as ready for it or in need of it by classteacher in association with SEN staff

• Letters and sounds at the appropriate level.

• ELS for targeted pupils(spring term at least)

**Y2:**

• RWI at appropriate phase

• Specific Reading Comprehension skills lesson once a week

• Children read to an adult once a week

• Opportunities for private reading and/or to share books daily

• Precision teaching at least every other day (Preferably daily) when assessed as ready for it or in need of it by classteacher in association with SEN staff

• Letters and sounds phonics daily

**Y3:**

• Specific Reading Comprehension skills four times a week

• Targeted children read to an adult at least once a week,

• Individual silent reading every day.

• Precision teaching at least every other day (Preferably daily) when assessed as ready for it or in need of it by classteacher in association with SEN staff

• Children record own reading daily using home-school partnership books; books changed at least weekly

**Y4:**

• Specific Reading Comprehension skills four times a week

• Targeted children read to an adult at least once a week

• Individual silent reading every day.

• Precision teaching at least every other day (Preferably daily) when assessed as ready for it or in need of it by classteacher in association with SEN staff

• Children record own reading daily using home-school partnership books; books changed at least weekly

**Y5:**

• Specific Reading Comprehension skills four times a week

• Targeted children read to an adult at least once a week

• Individual silent reading every day.

• Precision teaching at least every other day (Preferably daily) when assessed as ready for it or in need of it by classteacher in association with SEN staff

• Children record own reading daily using home-school partnership books; books changed at least weekly

**Y6:**

• Specific Reading Comprehension skills four times a week

• Targeted children read to an adult at least once a week

• Individual silent reading every day.

• Precision teaching at least every other day (Preferably daily) when assessed as ready for it or in need of it by classteacher in association with SEN staff

• Children record own reading daily using home-school partnership books; books changed at least weekly

• Booster classes

• Rising stars/Revise wise

**Planning, Assessment, Recording & Reporting**

Reading should be clearly recorded on weekly timetables including shared and individual reading sessions. Objectives for reading, long, medium and short term should be recorded on the agreed planning formats for each year group (see PlARR policy) and these should be annotated where appropriate. Pupils should be set targets for reading at least termly and be encouraged to track their progress towards these objectives, setting new objectives where an objective is achieved.

The following assessments should take place for reading and be used to inform planning and provision:

**Reception:** Autumn: RML entry level assessment Spring/Summer: RML assessment

Autumn: FSP level (best fit) Spring: FSP level (best fit) Summer: Early Learning Goal

**Y1:** Half termly or termly phonics assessment, Termly Salford, Termly Running Reading Record for children with reading age less than chronological age/ PP children/ children causing concern, PIRA comprehension assessment Summer term, End of Year Statutory Phonics Test

**Y2:** Half termly or termly phonics assessment, Termly Salford, Termly Running Reading Record for children with reading age less than chronological age/ PP children/ children causing concern, Termly PIRA comprehension assessment, KS1 assessment, End of Year Statutory Phonics Test for those children who did not pass in Y1

**Y3:** Termly Salford, Termly Running Reading Record for children with reading age less than chronological age/ PP children/ children causing concern, Termly PIRA comprehension assessment

**Y4:** Termly Salford, Termly Running Reading Record for children with reading age less than chronological age/ PP children/ children causing concern, Termly PIRA comprehension assessment

**Y5:** Termly Salford, Termly Running Reading Record for children with reading age less than chronological age/ PP children/ children causing concern, Termly PIRA comprehension assessment

**Y6:** Termly Salford, Termly Running Reading Record for children with reading age less than chronological age/ PP children/ children causing concern, Termly PIRA comprehension assessment SATs

**Monitoring**

Standards of reading in the school will be monitored by the classteacher through the monitoring of assessments and class-based reading. In addition, the SMT will monitor standards of teaching and learning in reading by the following methods:

• Data tracking and analysis

• Hearing pupils read

• Lesson observations

• Pupils’ attitudes surveys

• Celebration of success

**Use of ICT**

ICT can be used to support reading. Some of the methods that can be used at OLSH include:

• Interactive whiteboards • Internet • Storytapes • BBC programmes • Poem packs

**Differentiation & Inclusion (including SEN, EAL, Gifted & talented)**

The different learning needs of pupils will be addressed through the availability of books at different levels appropriate to childrens’ reading age and interest levels, both for home reading and reading during reading sessions. Children will be guided towards suitable books and the choices available by teachers and classroom based staff. The SENCO and English Lead in Reading are responsible for ensuring that resources continue to meet pupils’ needs and enable them to enjoy and achieve in reading.

In line with the school’s inclusion statement, reading materials will reflect the breadth of society with people of different racial, cultural and physical characteristics.

The SMT and SEN staff will ensure that they are familiar with the needs of pupils with EAL or specific learning needs, enlisting the support of outside agencies where necessary for advice with resources and teaching strategies.

Withdrawal groups and intervention strategies will be used for children identified through data analysis and pupil tracking and the impact of these strategies monitored.

**Pupil Premium**

Pupil Premium children will read and discuss their comprehension of a book to designated member of staff on a weekly basis.

**RESOURCES**

Oxford Reading Tree (see attached sheets)

Library books Teaching resources including sets of guided readers in each classroom

Book boxes (see attached sheet for band relevant to RA)

OXFORD READING TREE Pink Red Yellow Blue A Green B Orange C Turquo ise

D Gold/ Purple

E White

F Lime

G Copper

H Topaz

LIB1 Ruby

LIB2 Emerald

FREE Diamond

Sapphir e

Stage 1

Stage 1+/2

Stage 3/4 Stage5 Stage6 Stage7 Stage8 Stage9 Stage10 Stage11 Stage12 Stage13 Stage 14

Stage 15

Stag e 16

3.64.6 4.6-5 5-5.5 5.6-5.11 6-6.5 6.6-6.9 6.10-7 7.1-7.4 7.5-7.7 7.8-8 8.1-8.5 8.68.9

8.109.2 9.3-9.6 9.7+

Fireflies X X X X X X X X X X

Snapdragons

X

X X X X X X X X X

All Stars

Year 1 1/1a

Year2 2/2a

Year 3 3/3a

Treetops

Year 3 X

Year 4 X

Year 5 X

X X X

Trackers Elephant Interest7+

Frog

Giraffe 8+ Parrot Tiger 9+ Zebra

Wolfhill Level1 X

X

Level2 X

X

Level3 X Level4 Level5

Book Date 1 At school 2 The lost teddy 3 The library 4 The haircut 5 Look Out! 6 Getting up 7 The Apple 8 The Big Box 9 Fetch! 10 The hedgehog 11 The street fair 12 The swing ball 13 Who is it? 14 Six in a bed 15 The pancake 16 Fun at the beach 17 A good trick 18 Floppy, Floppy 19 Is It? 22 Get on 23 Floppy did this 24 Get Dad 25 Up you go 26 I see Stage 1

Book Stage 1+ Date 1 At the Park 2 Fancy Dress 3 Good old Mum 4 The Headache 5 The Pet Shop 6 Push! 7 Making Faces 8 Goal 9 The Journey 10 Shopping 11 Who did this? 12 What a mess! 13 The Ice cream 14 Can you see me? 15 Good dog 16 The mud pie. 17 What a din! 18 See me skip. 19 Hide and seek 20 Reds and blues 21 Big feet 22 Look at me 23 Go away Floppy 24 Kipper’s Diary 25 What dogs like 26 Go away, cat 27 Go on, mum 28 Look after me 29 Presents for Dad 30 Top dog 31 The Sandcastle 32 Floppy’s bone

Book Stage 1+ Phonics Date 1 At the Park 2 Fancy Dress 3 Good old Mum 4 The Headache 5 The Pet Shop 6 Push! Book Decode and develop 1 Hop, Hop pop! 2 Catkin, the kitten 3 In the trolley 4 The trampoline 5 The enormous crab 6 The caterpillar

Book Stage 1+ Date 33 The Box of treasure 34 Hook a duck 37 Chip’s robot 38 One wheel

Book Stage2Phonics Date 1 The Zip 2 Posh shops 3 Bang the gong 4 Jack 5 Quiz 6 The Robins’s Egg Decode and Develop 1 The odd egg 2 Out! 3 Fire! 4 The Gull’s Picnic 5 Red Noses 6 The ball pit Stage 2 Readers 1 Creepy crawly 2 Monkey tricks 3 Naughty children 4 Hey Presto! 5 A sinking feeling 6 It’s the weather 7 The little dragon 8 The lost puppy 9 New trees 10 The band 11 Up and down 12 What is it? 13 The hole in the sand 14 The big egg 15 A present for mum 16 In a bit 17 Poor Floppy 18 Put it back 19 A new dog 20 What a bad dog! 21 The go-kart 22 The toys’ party 23 New trainers 24 The dream 25 Floppy’s bath 26 The water fight 27 Kipper’s balloon 28 Spots! 29 The baby sitter 30 Kipper’s birthday

Book Stage2 Readers Date 31 Kipper’s laces 32 The wobbly tooth 33 The foggy day 34 Biff’s aeroplane 35 Floppy, the hero 36 The chase

Book Stage3 Phonics Date 1 Leek hotpot 2 Queen’s maid 3 Toads in the road 4 Chairs in the air 5 A bark in the night 6 Silver foil rocket Decode and Develop 1 The odd egg 2 Out! 3 Fire! 4 The Gull’s Picnic 5 Red Noses 6 The ball pit

Book Stage3 Readers Date 1 The egg hunt 2 The Rope Swing 3 Nobody wanted to play 4 By the stream 5 On the sand 6 A cat in the tree 7 Kipper the clown 8 The jumble sale 9 Kipper’s idea 10 At the seaside 11 The snowman 12 Strawberry jam 13 The barbecue 14 The carnival 15 At the pool 16 Bull’s Eye 17 Book week 18 The Duck Race 19 Sniff 20 Pond dipping 21 The Ice Rink 22 The mud bath 23 The steel bath 24 The cold day

Stage 5 Storybooks Stage 7 Storybooks The Magic Key Red Planet Pirate Adventure Lost in the Jungle The Dragon Tree The Broken Roof Gran The Lost Key Castle Adventure Village in the Snow Stage 7 More Stories The Motorway Stage 5 More Stories A The Jigsaw Puzzle The Whatsit The Bully Underground Adventure The Hunt for Gold Vanishing Cream Roman Adventure A Monster Mistake Chinese Adventure It’s Not Fair The Great Race Stage 7 More Stories B Submarine Adventure Stage 5 More Stories B The Joke Machine The New Baby The Willow Pattern Plot Camping Adventure Scarecrows Tree Tops All Stars 2 Noah’s Ark Adventure High Five Henry A New Classroom Eric’s Talking Ears Mum to the Rescue Disgusting Denzil Yummy Scrummy Stage 6 Storybooks Sausage In the Garden Doris Bean and the Queen Kipper and the Giant The Outing TreeTops All Stars 2A Land of the Dinosaurs Nelly the Monster-Sitter Robin Hood Cleaner Genie The Treasure Chest Town Dog Tom Thumb Stage 6 More Stories Badcats The Go-Kart Race Beastly Basil The Shiny Key A Fright in the Night Rotten Apples The Laughing Princess Christmas Adventure Stage 6 More Stories B Dad’s Grand Plan Mirror Island Don’t be Silly

Stage 8 Storybooks

The Kidnappers Viking Adventure A Day in London Victorian Adventure The Rainbow Machine The Flying Carpet Stage 8 More Stories A Pocket Money The Evil Genie Save Floppy What was It Like Flood Egyptian Adventure Stage 9 Storybooks Green Island Storm Island Superdog Survival Adventure The Litter Queen The Quest Stage 9 More Stories A The Blue Eye Rescue Dutch Adventure The Finest in the Land The Flying Machine Key Trouble

Hodder reading levels

HGRT 1 – Y1&2

Raw score National Curriculum level for reading c b a Below 12 Below level 1 12-19 Level 1 12-14 15-17 18-19 20-38 Level 2 20-25 26-31 32-38 39-43 Level 3 39-40 41-42 43-45 44-45 Approaching level 4 45

HGRT 2 – Y3&4 Raw score National Curriculum level for reading c b a Below 17 Level 2 17-32 Level 3 17-21 22-26 27-32 33-48 Level 4 33-37 38-42 43-48 Above 48 Level 5

HGRT 3 – Y5&6 Raw score National Curriculum level for reading c b a below 7 Level 2 or lower 7-17 Level 3 7-10 11-14 15-17 18-34 Level 4 18-23 24-29 30-34 Above 34 Level 5

The Progression of Reading through Key Stage 1

NC level Colour Year R Year 1 Year 2 Year 3 Stepping stones 1 Pink RA less than 6.7 Stepping stones 2 Red RA less than 6.7 ELG 4-8 Yellow RA 6.77.0 1c Blue RA 6.77.0 1b Green RA 6.77.0 1b Orange RA 7.17.6 1a Turquoise RA 7.17.6 2c Purple RA 7.78.0 2b Gold RA 7.78.0 2a White RA 8.19.0 3c Lime RA 9.0+