

*Welcome  
to St Leo's and Southmead  
Catholic Nursery and  
Primary School*



*Nurture, Inspire, Succeed*

*Reading Policy*

*2022/2023*

## *Our Vision*

*As part of the St Leo's and Southmead family; our children are happy, resilient and successful. Our school community is enriched by positive role models who nurture and support; delivering a curriculum which embraces memorable opportunities and lifelong skills.*

## *Our Promise*

*Nurture*

*Inspire*

*Succeed*



We will provide a safe, warm and welcoming environment where everybody is valued

We will develop the whole child through our pastoral approach where inclusive attitudes are modelled every day

We will celebrate the skills, talents and natural abilities of everybody in our school community

We will deliver exciting and memorable learning opportunities through our creative curriculum in order to provoke thoughts, dreams and life-long goals

We will guide our children so that they are eager to exceed their full potential in all that they do

We will encourage confidence and risk taking through quality first teaching, effective feedback and challenge

## *Our Values*

*Everybody is valued  
We are all role models  
Talents are celebrated  
We never give up*

**'Nurture, Inspire, Succeed'**

## Our Mission Statement

“Though we are many, we are one body in union with Christ.”

*Romans 12:5*

**Learning and Growing as One Family through  
God's Love!**

**F**aith

**A**mbition

**M**aking Memories

**I**nclusive for All

**L**earning in Love

**Y**oung and Old Together

*Nurture, Inspire, Succeed*

## Our Aims and Objectives

### **Learning as One Family**

- Offer an inclusive education for all
- Enable all to work together in order to succeed
- Celebrate the progress and achievements of all
- Deliver a broad and balanced knowledge and skills-based curriculum
- Have high expectations for all within our school family
- Consistently deliver quality teaching and learning
- Give high priority to the teaching of basic skills in Maths and English
- Offer opportunities for learning outside of the classroom
- Raise awareness of opportunities for all in order to set high aspirations
- Seek the views of all stake holders
- Provide parents and carers with regular updates reading their child's progress

### **Growing as One Family**

- Give opportunity for all to be positive role models
- Foster togetherness for our own school family and the wider Global Community
- Support personal, spiritual and emotional development
- Develop trusting and nurturing relationships
- Promote resilience for all
- Encourage teamwork, collaboration and co-operation
- Provide opportunities to make memories beyond the classroom door
- Deliver quality daily collective worship
- Support the Parish in preparing children for the sacraments of Reconciliation and First Holy Communion
- Create an atmosphere of mutual respect, acceptance and forgiveness



*Nurture, Inspire, Succeed*

# ST LEO'S AND SOUTHMEAD CATHOLIC PRIMARY SCHOOL READING POLICY

## Rationale

*"The more that you read, the more things you will know.  
The more that you learn, the more places you'll go."*

Dr Seuss

Teaching a curriculum that creates competent and confident readers is paramount at St Leo's and Southmead Catholic Primary. Reading is an integral part of teaching and learning, filtered through every subject lying at the beating heart of our curriculum. Therefore, we believe it is fundamental for all our learners to be capable, skilled readers who realise their passion for reading through exposure to high-quality teaching and offer. Our aim is to have fluent readers by the end of Key Stage 1 so that all pupils can fully access the curriculum. As a school, we ensure that our children are taught to read with fluency, accuracy and understanding through both discrete sessions and cross-curricular learning opportunities. In order to provide a broad, balanced and engaging curriculum, we plan strategic and purposeful tasks to immerse children in reading at every opportunity. A range of fiction, non-fiction and poetry texts are available to the children and the notion of 'Everyone a Reader' is promoted across the school. We see a fluidity between reading and writing – good readers create good writers. Consequently, strategies for how our reading sessions support our writing, form part of this policy. St Leo's and Southmead Catholic Primary aspire for all children to be true readers, able to access the wider world as literate individuals.

## School Aims

### **To allow children the opportunity to:**

- Receive high quality reading teaching.
- Read and understand new vocabulary.
- Nurture a love of reading.
- Access a broad range of high-quality reading material including fiction, non-fiction, poetry and plays.
- Be able to confidently discuss their reading preferences.
- Gain independence in reading, choosing appropriately challenging texts.
- Develop reading strategies and skills to become an accomplished reader: fluency, accuracy, understanding and responding to text.
- Become aware of the link between reading and writing and understand that the reading skills they acquire will empower them across all areas of their life as well as support future learning.

# **At St.Leo's and Southmead Catholic Primary School**

## **we aim to:**

- Deliver a structured and consistent whole school approach to the teaching of reading.
- Monitor and assess children's progress in reading and identify those who require extra support, intervening when necessary.

## **Ensure children are challenged and stretched:**

- Pupils to achieve their full potential in Reading, no matter what their starting point.
- Teachers provide greater depth learning opportunities to promote ambitious attitudes to learning.
- Talented readers are recognised and identified and supported to make more challenging text choices to enable them to reach the highest standards
- Teachers share books that are beyond pupils' current ability as an aspirational and motivational model.

## **Reading Approaches and Strategies**

At St Leo's and Southmead Catholic Primary, reading is taught discretely, as well as in conjunction with the other National Curriculum subjects. Children will read, and be read to, by teachers on a daily basis as part of a well-planned curriculum according to their reading needs. Teaching of reading, as well as involving children as the opportunity arises, is an integral part of the school day.

## **Reading in EYFS**

Building on what pupils already know about reading and stories, the teacher helps develop early reading behaviours through shared reading, e.g. holding a book the right way up and following the text from left to right, knowing that print carries meaning, identifying the protagonists in a story, recognising signs and symbols in environmental print. The pupils develop curiosity and enthusiasm about print. They are able to select, read and talk about a range of fiction, poetry and non-fiction. They have many stories told and read to them and they have opportunities to retell narratives themselves. The focus, particularly at the early stage, is on developing understanding and conveying meaning of the texts they read rather than on reading words accurately.

## **Organisation of Phonics in EYFS**

At St. Leo's and Southmead Catholic Primary we start phonics from first day of their school journey with complete fidelity to the Read Write Inc programme. In Nursery we talk-a-lot and read-a-lot. Our main focus is reading stories and rhymes to children and developing their language. We plan nursery rhymes and stories. We sing and read over and over again – using the same actions and special emphasis every time. We spend a significant amount of our time in role play together. We plan talk throughout the day to ensure children talk as much as possible. We teach grammar and vocabulary by building sentences orally throughout the day.

# **The Teaching of Phonics in EYFS:**

A simple view of reading is used by teachers to plan and teach the full range of reading skills. At the early stages of reading, the children are taught to decode texts by following the Read Write Inc phonics scheme. Discrete phonics teaching of 20 minutes per day is non-negotiable, with additional intervention for those that require it. Phonics learning is built into learning activities throughout daily activities. Please refer to our Phonics Policy for more information regarding the structure and teaching in this phase.

## **Fostering a Love of Reading:**

Throughout the Foundation Stage, the children will progress through a range of phonetically decodable Read write Inc books. Both books used within the lesson and “Book Bag Books” allocated to take home, are linked directly to the phonic phases that children are currently focusing upon. The Read Write Inc scheme helps us to ensure we offer clear progression across the appropriate phonic phases. Books are changed weekly throughout this stage as children are expected to re-read and practice fluency and decoding skills.

Our children are taught in an environment that is rich in reading opportunity and reading is rigorously promoted and planned across the Foundation Stage. We provide an inclusive and enabling environment for reading which empowers and encourages children to read a range of genres both in and out of doors. Every day, the whole class shares texts, which are beyond their independent reading ability, often using an enlarged text (paper or ICT based). Shared reading provides a context for teacher modelling, teaching and applying reading skills (word, sentence and text level). Children are allowed and encouraged to take home any of these books to share for pleasure, practise re-telling stories and to gain confidence in communicating their thoughts and preferences. All children of St. Leo’s and Southmead Catholic Primary, along with their parents, are invited to spend an afternoon at the library where they have the opportunity to explore the books on offer, read together and watch a modelled reading session take place. To re-enforce phonemes and graphemes as well as the fundamentals of early reading, Nursery and Reception attend a singing assembly weekly where they sing nursery rhymes and repetitive songs. Children are prompted to recognise these sounds and make links with their reading knowledge.

## **Assessment:**

At the start of the academic year, teachers use data from the previous class teacher to devise a reading priority list. Teachers continually assess children’s phonic ability through formative assessment tools. Individual phonic responses during teaching sessions alongside reading to a member of staff and their reading and writing responses are used to analyse children’s strengths and weaknesses and to plan future work and targets accordingly. Children are more formally assessed using RWI materials at baseline entry which is then revisited to ensure progress has been made upon completion of each phase. This is tracked using RWI Phonics Tracker, an online assessment tool. The tracker is updated regularly and data from these is analysed and used to identify gaps in pupils learning as well as provide resources to support the closing of the gap. We use the Salford Reading Test to measure a child’s reading age. If we feel that they are in the position to be challenged further than phonics phases and are ready to embark on the Oxford Reading Buddies online scheme and explore the Oxford Reading Tree Tops scheme children are challenged appropriately.

## **Intervention:**

The data and record-keeping mentioned above is reflected upon and monitored regularly to ensure all children are making necessary progress. Children identified from our rigorous tracking receive Fast Track Tutoring and Pinny time to ensure they keep up. Key Stage Two children, that have not secured their phonics knowledge, will continue to receive Fast Track Tutoring. Children are assessed regularly and books are sent home to match their reading ability. Additional reading opportunities are allocated to children in the bottom 20% of the cohort. We utilise 'fast track tutoring' as a system whereby small misconceptions are acknowledged and, all staff working with the child are made aware and the issue can be addressed multiple times throughout the coming days to rectify the child's phonic understanding.

## **Reading in Year 1 and Year 2**

### **The Continuation of Teaching Phonics and Early Reading Skills:**

Phonics is taught in discrete 20 minute sessions daily but also acknowledged and identified at any other appropriate moments (whilst reading the class book, in the environment, when segmenting words for spelling). The Read Write Inc phonics scheme is taught consistently, ensuring children in Year 1 and 2 are familiar with the teaching style and mnemonics they have already come across in their phonics journey. 20 minutes is then used daily to explore the phonetically decodable books within the Read Write Inc scheme. Please refer to our Phonics Policy for more information regarding the structure and teaching in this phase.

### **Guided Reading:**

In KS1, teachers work on a daily cycle of Guided Reading with a small group, similar in ability. The remainder of the class engage in a whole class taught reading skill lesson which is predominantly talk based. Whilst transitioning into Year 2, pupils follow a similar structure with more independence encouraged. The sessions are well planned and cover a range of Assessment Foci and Reading Domains. Groupings remain flexible and are constantly adapted to the needs of the children within the group.

Guided reading will be used to:

- Teach to the group's learning targets and needs.
- Teach reading strategies and provide an opportunity for pupils to practise their reading skills independently.
  - Provide a context for pupils to share responses and understanding of different text types and genres with others.
  - Explicitly support pupils in their application of comprehension strategies.
  - Monitor the comprehension and application of reading skills of individuals.
  - Collect evidence to inform next steps and future sessions.



## **Assessment:**

Teachers continue to reflect on end-of-year assessments and implement formative assessment tools to monitor children's attainment and progress. Judgements are made immediately during the teaching of phonics enabling teachers to resolve misconceptions as they arise. Mock Phonics Screening papers are set as an assessment tool, from which intervention plans are created to support those that need further help. Children are formally tested through the Year 1 Phonics Screening Check. St. Leo's and Southmead Catholic Primary aim high and intend to prepare *all* pupils to achieve well in the test, supporting vulnerable groups with focused and high-quality intervention support.

During Spring term, Year 1 children will complete the NFER reading test in a supported format (questions read to the children). During the Summer term, Year 1 sit paper 1 and 2 if they are reading fluently, independently. This is teaching discretion and we select the children whom we feel cannot access it independently who continue to receive targeted support before attempting comprehension style assessment. These will inform educators of their understanding of the text and prepare children for Year 2. Throughout Year 2, children are monitored both formatively and summatively. Teachers use spoken and written feedback to make immediate judgements about a child's understanding and can implement support when necessary. As an ongoing tool, teachers in Year 2 and above use the Target Tracker tracking system. This is used both to identify gaps and as a teaching tool to ensure all reading objectives are covered. At the end of each term, pupils sit a comprehension test (past KS1 papers). Data is collated and tracked to ensure progress. All data is input and tracked through Insight, allowing leaders to have an overview of performance. All children in Year 1, and targeted children in Year 2, have access to Phonics Tracker to ensure there are no gaps in their understanding.

## **Intervention:**

Children identified as having gaps upon entry to Year 1 receive 'fast track' phonics sessions alongside extra 1:1 reading sessions per week. Pupils in these groups are closely monitored to ensure they are making accelerated progress and we aim to see children reaching the standard appropriate for their age. Those that do not pass the Phonics Screening Check in Year 1 receive targeted provision to close the gap amongst them and their peers. These include small group and 1:1 'Fast track phonics sessions'. Those who are not supported with reading at home are identified quickly and provision is put in place to ensure they read with an adult on a 1:1 basis.

## **Reading in Key Stage 2**

Following the completion of the Read Write Inc programme, reading is taught daily through whole class reading sessions. Teachers follow the FRED's Teaching structured approach to whole class reading. Books and extracts that are used in these sessions are of an extremely high quality and immerse the children in a wealth of vocabulary. Texts used cover a range of genres and link to the topics that the children study each half term. Please see the Topic Plans for a full overview of the texts used throughout the year in Key Stage Two whole class reading sessions. Whole class reading sessions aim to support children's word reading skills, fluency and decoding, as well as their comprehension skills. To develop the children's love of reading, teachers read to their class every day, either a short story, a picture book or the ongoing class reader which is a longer novel. Each child in KS2 has a unique password for Oxford Reading Buddies this online platform

provides the children with access to hundreds of high quality books and quizzes which utilise and develop each child's reading skills. Children access reading buddies in class and class teachers are able to track each child's progress.

## **Assessment:**

In KS2 children complete NFER reading assessments each term alongside the completion of the Salford Reading Age assessment. Teachers use both formative and summative assessment to make immediate judgements about a child's understanding and progress with reading and can implement support when necessary. As an ongoing tool, all teachers use the Target Tracker tracking system to identify gaps and as a teaching tool to ensure all reading objectives are covered. At the end of KS2, children sit SATs papers which determine whether they have met age related expectations.

## **Intervention:**

Children identified as working below age related expectations upon entry to KS2 receive 'fast track' phonics sessions alongside extra 1:1 reading sessions per week. Pupils in these groups are closely monitored to ensure they are making accelerated progress and we aim to see children reaching the standard appropriate for their age. In addition those that did not pass the Phonics Screening Check resit receive targeted provision to close the gap amongst them and their peers. This includes continuation with the daily RWI programme and small group and 1:1 'Fast track phonics sessions'. Those who are not supported with reading at home are identified quickly and provision is put in place to ensure they read with an adult on a 1:1 basis. In Upper KS2 'Fresh Start' is used as an intervention to develop both reading and writing skills. Each child's progress is monitored and assessed continually to ensure sessions are responsive to the child's identified needs and progress is made.

## **Fostering a Love of Reading:**

All children in KS2 have a reading book, which they take home each week. Children maintain their home/school reading journal, this is a record in which the children keep a record of texts read and coverage. In addition children are encouraged to reflect upon the book they have read and select a challenge contained within their journal to complete based upon the book read. Children are given the opportunity to change their reading books as necessary and are aware of who they can ask for help and guidance in the selection process.

The English subject leaders provide staff with regular updates on recommended reads for children. Teachers and Learning Support Mentors are expected to regularly recommend books and to share a passion for reading with the children.

All learners are expected to read a minimum of three times a week and need to complete relevant comments based on the books they read. 'Reader of the Week' celebrates their accolade in Celebration Assembly. Children in Key Stage Two have the opportunity to become part of the Reading Heroes. Reading Heroes work with the English leads to plan exciting reading opportunities throughout the school, run the lunchtime mobile KS2 library and read with the younger children at lunchtime.

# Shared Reading Throughout the School

At St. Leo's and Southmead Catholic Primary, we teach our English by following the Literary Curriculum (Literacy Tree). The Literary Curriculum from the Literacy Tree is a complete, thematic approach to the teaching of primary English that places children's literature at its core. As a whole-school approach, children explore 115 literary texts and experience at least 90 unique significant authors as they move through the school. By placing books at the core, we are allowing teachers to use the text as the context for the requirements of the National Curriculum. The National Curriculum states that: "This guidance is not intended to constrain or restrict teachers' creativity, simply to provide the structure on which they can construct exciting lessons." This would suggest that a context for learning is vital – and this is where our chosen approach can support teachers with ensuring that objectives for reading and writing, including those for grammar can have purpose.

As a school the books we have are chosen from the scheme have been done so carefully ensuring that each year group experiences an array of rich and challenging texts. When reading to the whole class, the teacher models the reading process as an expert reader, providing a high level of support. The role of the expert reader is to model how the text is read and understood. Use of high quality, engaging texts will also motivate the children and have a positive impact on all their learning, particularly writing. We recognise that immersion in and imitation of high quality texts is fundamental to the writing process. Please see class long term plans for texts used.

## Speaking and Listening

At St Leo's and Southmead Catholic Primary, we give children a range of opportunities for speaking and listening. We encourage learners to be confident in front of a variety of different sized audiences providing a range of contexts. Speaking and listening is sometimes taught discretely but is often taught across other areas of the National curriculum.

Examples of Speaking and Listening opportunities:

- Reciting of songs and poems.
- Story telling.
- Describing events, observations and experiences.
- Giving reasons for actions.
- Explaining ideas and opinions in discussion and responding to others.
- Planning, predicting and investigating in small groups.
- Presentation to different audiences.
- Reading aloud.
- Imaginative play and role play.
- Drama.
- Hot seating.
- Listening to downloads.
- Pupil leadership/Eco warriors .
- Circle time.

All of the above are completed with the support of a wide range of resources. Teachers assess Speaking and Listening in line with class tracking systems and teacher judgement.

# Special Educational Needs

All pupils with special educational needs will follow the same curriculum as their peers. The expectation is to achieve the same learning objective through effective scaffolding and support - work will be differentiated where necessary to meet individual needs. When selecting a phonically decodable book for guided reading, teachers must ensure that it consolidates the teaching of recently taught phonemes and high frequency tricky words. Children who are making slow progress with their reading are heard read by an adult at least three times a week. Additional resources to support children who are struggling are identified as a team with the class teacher, SENDCo and English subject leaders.

## Reading Areas in the Classroom

Each class will have a reading area established by the end of the first week of term. The area should be a stimulating and attractive environment which contains a range of reading material. This can include the following:

- Non-fiction books linked to the class topic
- Newspapers, comics and magazines
- Books/writing produced by the children
- Birthday Books
- Books which link to the genre being covered in literacy
- Picture books
- Recommended reads – recommendations to be made by teachers, learning support mentors and pupils
- Engagement from the pupils – words of the week/recommendations/exemplary work. Books will be organised, with the offer of front-facing texts to entice and encourage a range of text types. Children will be actively involved in the management of the reading corner. In most classrooms there is limited space so in these rooms the reading area may consist of a bookcase with the above organised in a clear and engaging way.

## Contribution of Reading into other subjects

The skills that children develop in Reading are linked to, and applied in, every subject of our curriculum. The pupils' skills in reading enable them to communicate and express themselves in all areas of their work at school. We have a range of books that enable children to 'Read across the Curriculum'. The School reading spine ensure children have the opportunity to read a range of fictional texts that have cross curricular links please see the whole school reading spine.

## Working with Parents

The partnership between school and home is vital in supporting children with reading and we understand the importance of providing parents with the guidance needed to help develop their child's reading at home. As a school we welcome parent involvement and keep them informed of our approaches to high quality reading experiences. Current support includes:

- ✓ Offering workshop style sessions to parents on how their children are taught to read, exploring strategies and phonics.

- ✓ Use of the Reading Diary for consistent communication about the reading taking place at home and in school.
- ✓ Reading Parent Afternoon – Parents are invited in to read with their child and be part of a modelled reading session to gain tips on how to effectively question their child.
- ✓ Share a Story sessions – children and parents are welcomed into school to hear a story from a different member of staff
- ✓ Book recommendation crib sheets.
- ✓ Reading strategies guide on how to support children at home with reading.
- ✓ Reading Newsletter.
- ✓ Facilitating the School Book shop – enabling parents to buy books through us.
- ✓ A parents library in the main entrance providing parents with access to books to loan and enjoy

## **Promoting Reading at St. Leo's and Southmead Catholic Primary School**

We feel it is important for children to experience the love of reading by promoting it in a variety of ways including:

- ✓ World Book Day events
- ✓ Summer Reading Competition (Links to the library service)
- ✓ 'Phonic Workshops' – parent reading sessions in the school hall
- ✓ Reader of the Week – celebration assembly
- ✓ Whole class text displayed on each classroom door to encourage discussion
- ✓ Whole school reading activity days/weeks
- ✓ Assemblies – a poem of the week is shared
- ✓ Lunchtime mobile library ran by the Key Stage Reading Heroes
- ✓ Reading Heroes to read to younger children at lunchtime
- ✓ To participate in national and international focus days such as World Poetry Day
- ✓ Specific reading domain activities.
- ✓ School Based Book shop selling high quality low priced books
- ✓ Authors and poets visits

## **Reporting on Reading**

Children's progress may be discussed informally with parents/guardians at any time. In addition to this, teachers meet with parents/carers once each term. They are invited to discuss a detailed end of year report outlining the progress that has been made throughout the academic year. Within school, half-termly Pupil Progress meetings are held to discuss and identify strengths and weaknesses amongst each cohort, creating steps to ensure progression.

## **Intended Impact**

- Pupils will enjoy reading across a range of genres
- Pupils of all abilities will be able to succeed in all reading lessons

- Pupils will use a range of strategies for decoding words, not solely relying on phonics
- Pupils will have a good knowledge of a range of authors
- Pupils will be ready to read in any subject in their forthcoming secondary education
- Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records
- The % of pupils working at ARE within each year group will be at least in line with national averages. The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)

## **Roles and Responsibilities**

### **The Head teacher will:**

- Promote a love of reading across the school
- Provide support by encouraging staff and praising good practice.
- Monitor teaching and learning through lesson observations.
- Take part in book scrutinies alongside the SLT/ SMT and subject leader.
- Give feedback to staff following lesson observations and book scrutinise.
- Monitor planning and review meetings across the Key Stages.
- Support staff development through in service training and provision of resources.
- Ensure vulnerable groups are carefully considered and closely monitored for progress and attainment.

### **The Reading Subject Leader will:**

- Monitor Reading across the school through lesson observations.
- Complete book scrutinies alongside the SLT.
- Provide feedback to staff following lesson observations and book scrutinies.
- Lead staff meetings that outline current good practice and developments across the subject area.
- Attend English subject leader updates.
- Play a key role in formulating, reviewing and maintaining the Reading policy.
- Lead colleagues, promote good practice and be supportive of their professional development.
- Disseminate knowledge and materials.
- Trial new initiatives and update staff.
- Audit and order resources when required.
- Monitor levels of attainment across the school alongside the SLT/ SMT.
- Support new or less confident practitioners when required.
- Promote good practice when using school systems, e.g. Success Criteria and Closing the Gap strategies.
- Work with the assessment co-ordinator ensuring that school systems such as 'Target Tracker' and Reading Ages are regularly updated by staff.
- Ensure vulnerable group learners are carefully considered and closely monitored for progress and attainment.

**The Class Teacher will:**

- Take responsibility for teaching high quality reading/phonic lessons on a daily basis.
- Assess children's progress using class tracking systems and teacher judgements.
- Submit up to date, marked (both teacher assessed and child assessed) books for book scrutiny.
- Identify and target children for next steps.
- Make sure that they promote a range of reading material and that children are exposed to a breadth of text types.
- Ensure vulnerable learners are carefully considered and closely monitored for progress and attainment.

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**Policy Written by:** Mrs Claire McGuinness

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