



'Whatever you do, do it for the glory of God.'

English: Reading Policy

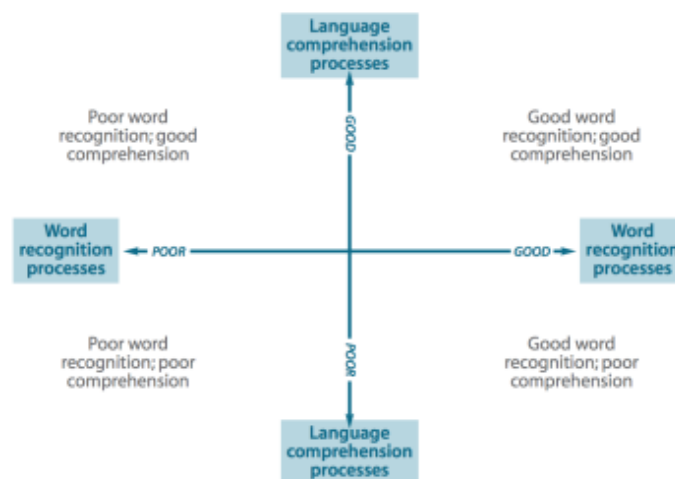
Approved by the Teaching and Learning Committee on 28th February 2024
To be reviewed in Spring 2027.

The purpose of teaching reading at St Simon's Catholic Primary School is to assist in the fulfilment of the school's mission statement. It is our aim that each child will STRIVE to be the very best that she/he can be to reach their full potential, that will be realised both for the glory of God and the service of others.

It is our aim that all pupils become fluent, confident and enthusiastic readers. This policy sets out the means by which a consistent, systematic approach to the teaching of reading is assured throughout the school, from the beginning of Foundation Stage, through Key Stage 1 and to the end of Key Stage 2.

The school has considered the evidence offered by a range of research outcomes¹ and has adopted the 'simple view of reading' model offered by Sir Jim Rose in his Independent Review of the Early Teaching of Reading (2006). The model shows that skilled reading requires two processes:

- that the reader recognises and understands the words on the page (that is, word recognition processes or decoding); and
- the development of language comprehension (that is, written texts as well as spoken language are understood and interpreted).



Our Reading Curriculum

¹ Rose, J The Independent review of the teaching of Early Reading, March 2006

Reading by six: how the best schools do it 2010

OFSTED Excellence in English; what we can learn from 12 outstanding schools May 2011

OFSTED The impact of the Early Years Foundation Stage: a good start February 2011

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At St Simon's, we believe that reading is at the heart of all learning and should ignite a world of possibility, intrigue and wonder. We strive to equip our learners with the critical reading skills necessary to unlock and interrogate the world around them, whilst immersing them in a language rich and talk-driven environment. Oracy, active learning strategies and an adaptive and inclusive approach are central to our reading lessons.

A vast range of high-quality texts – handpicked by our teachers and pupils – are at the heart of our reading offer and they are used to foster a love of reading for pleasure and to fuel a vocabulary rich environment for all learners. The texts central to our reading curriculum are thoughtfully selected to reflect the identities and lived experiences of our learners, as well as the voices of those belonging to other cultures, locations and times; inspiring and fostering empathy, inclusivity and recognition of the protected characteristics and modern British values. Not to mention, the sheer magic and joy of losing yourself in a book!

Reading is taught at St Simon's through Phonics, Shared Reading and Whole Class Reading sessions.

Phonics

At St Simon's, a rigorous programme of synthetic phonics is planned and taught systematically from Foundation Stage 1 onwards.

From Foundation Stage 2, the DFE validated programme - Essential Letters and Sounds (ELS) - is used with fidelity. Pupils learn to read fluently by identifying the phonemes (the smallest unit of sound) and graphemes (the written version of the sound) within words and using these to read words.

To ensure all children learn to read well, quickly, children learn Phonics from the very start of Nursery. Phonics is explicitly taught every day during a dedicated slot on the timetable, until the cohort completes the programme

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and progresses onto the *Essential Letters and Sound Spelling Programme* (approximately Year 2 Spring Term).

'Keep Up'

ELS is a whole class teaching model ensuring every single pupil has the same opportunities when learning to read. Learning to read well, early, is a priority for every child. We ensure that all children to learn to read well and keep up rather than have to catch-up. Lessons are sequenced with consistency to include the elements of Review, Teach, Practice and Apply. ELS decodable books are used during the teaching sequence to allow for further practice and application.

Children are assessed each half term to ensure that any specific gaps can be targeted immediately and is used to inform 'catch up' sessions and interventions.

Following the ELS progression, we begin by teaching the single letter sounds before moving to digraphs (two letters spelling one sound), trigraphs (three letters spelling one sound) and quadgraphs (four letters spelling one sound).

We teach children to:

- Decode by identifying each sound within a word and blending them together to read fluently
- Encode by segmenting each sound to write words accurately.

The structure of ELS lessons allows children to know what is coming next, what they need to do, and how to achieve success. This makes it easier for children to learn the GPCs we are teaching (the alphabetic code) and how to apply this when reading.

Throughout the day, children use their growing Phonic knowledge to support them in other areas of the curriculum and have many opportunities to practise

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reading using ELS completely decodable texts precisely matched to the phonic knowledge.

This includes:

- 1:1 reading with a member of staff
- Shared reading during a small adult led group
- Paired reading with a partner
- Independent, choral and echo reading during whole class reading sessions.
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Decodable texts - which are matched closely pupil's most recent teaching and learning- are sent home to consolidate weekly.

'Catch Up'

Children who may find it harder to learn how to read are given extra support during the 'keep up' sessions by the teacher or teaching assistant, thus any child who is struggling with the new knowledge can be immediately targeted with appropriate support.

Where further support is required, 'catch up' sessions are used to address pupil's specific gaps in phonetic knowledge that have been identified through the phonics tracking system– these sessions are bespoke to each child and must be planned for to ensure that whole class phonics teaching is not missed. Where further phonic support is required in Key Stage 2, this is timetabled daily to ensure that any child rapidly catches up.

Shared Reading

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Shared Reading at St Simons involves a pupil reading aloud to an adult, in a one to one or small group session. The adult supports and assesses the child's reading fluency and asks meaningful questions to support the child's comprehension of what they have read.

In EYFS, children share a story with their teacher in small groups. They learn how to sit, listen and hold a book. Some children may track along whilst their teacher reads aloud. They will explore the pictures and engage in verbal discussion and key questioning.

Building on these skills, children will begin to read their phonetically decodable 'Little Blending Book' aloud during shared reading sessions in FS2 Summer Term to prepare them and develop their independent reading skills for Y1.

In Y1, Shared Reading sessions continue to be taught alongside the daily ELS programme. Children participate in teacher-led focus groups to develop fluency and reading comprehension skills. Whilst small group work is happening, children develop their reading independence by accessing Reading Eggs or reading focused continuous provision.

Weekly paired reading of their 'Little Blending Book' happens in addition to this.

Shared Reading is used from Y2 onwards to support pupils' access to the Whole Class Reading texts, during small group pre-reading and pre-teaching interventions prior to whole class VIPER sessions.

Shared Reading in a small group can also be used to target pupils identified within the lowest 20% to ensure they read aloud and discuss texts daily.

Pupils identified within the lowest 20% of each class should read daily to an adult in class. This should be recorded on internal records and in the pupil's Reading Diary.

Throughout KS1, all children should read to an adult in school at least once a week to ensure they are developing fluency and comprehension skills. One to one reading is encouraged for all pupils in KS2 to ensure pupils are selecting appropriate free reading books and understanding what they are reading.

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Whole Class Reading

The main focus during Whole Class Reading lessons is on understanding and making meaning of the text. Pupils should be confident and fluent at decoding their text as a result of rigorous phonics teaching. Once our learners have acquired their reading fluency skills of segmenting, blending and decoding – they begin to develop, practice and apply the key reading comprehension skills outlined in The National Curriculum content domains. Teachers and pupils refer to these skills as VIPERS and they are explicitly taught, modelled, and practised progressively from Year 2 upwards during Whole Class Reading sessions.

Year 1 children begin their VIPERS journey in the Summer Term in preparation for Year 2.

Teachers plan using the content domains for Key Stage 1 and Key Stage 2:

1A	1B	1C	1D	1E
Draw on knowledge of vocabulary to understand texts	Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	Identify and explain the sequence of events in texts	Make inferences from the text	Predict what might happen on the basis of what has been read so far

2A	2B	2C	2D	2E	2F	2G	2H
Give / explain the meaning of words	Retrieve and record information / identify	Summarise main ideas from more	Make inferences from the text / explain and	Predict what might happen from	Identify / explain how information / narrative	Identify / explain how meaning is	Make comparisons within the text.

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in context	key details from fiction and non-fiction	than one paragraph.	justify inferences with evidence from the text.	details stated and implied.	content is related and contributes to meaning as a whole.	enhanced through choice of words and phrases	
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Pupils are in mixed-ability pairings during this lesson to encourage them to learn from each other and build upon their skills- teaching is adapted not differentiated, with targeted interventions used to support inclusivity. This allows all pupils to access a similar level of challenge for their age, regardless of their ability.

How Often is Whole Class Reading taught?

In Year 1, Whole Class Reading should be explicitly taught once a week alongside ELS sessions. This can be a verbal session, building towards the children independently recording their responses in the Summer Term. The teaching of reading should also be facilitated through continuous provision.

In Year 2, upon completion of Phase 5 phonics, Whole Class Reading should be taught at least 3 times per week for 30 minutes per session.

In KS2, Whole Class Reading should be taught at least 4 times per week for at least 30 minutes.

Planning

Texts should be selected following a cycle of fiction → non-fiction → poetry to ensure a rich genre coverage. VIPERS skills should be taught in equal measure across each block of learning, ensuring coverage. Teachers are required to analyse and interpret their PIRA data to inform them of the gaps or weaker performing areas that their pupils have and which skills therefore require more focus that block. This data is interpreted through the PIRA termly assessments

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and through formative in class assessment during Reading sessions. Interventions must be planned for to support pupils that have been identified as making limited progress – as well as those who identify as gifted and talented. Interventions should be evidenced in pupils' Reading Journals, internal records or Reading Diaries.

As planning is expected to be consistently adapted and reactive following each Whole Class Reading session, written planning is not required. However, pupils Reading Journals should demonstrate a range of VIPERS skills covered throughout the week. If lessons focus on a specific content domain skill this should be explicitly stated in the learning objective. If a lesson covers a range of reading skills to support reading for meaning, the title of the text may be used rather than a learning objective. The cycle of fiction, non-fiction and poetry should also be evident in Reading Journals and pupils should be given immediate feedback during (or closely after) each session.

All lesson resources should be saved on the staff drive in the weekly planning area and all teachers should have identified focus children who read daily, receive targeted interventions and -if required- have phonics 'catch up' sessions in place.

How should texts be selected?

A variety of fiction and non-fiction texts from a range of genres (including poetry and classic texts) that are language rich and diverse (in terms of the protected characteristics) should be used – this can be extracts or chapters. Images and film clips are also encouraged to support adaptive and inclusive teaching– as well as extracts from Picture News. The texts chosen can support and compliment planned topics, current Writing objectives or reflect a theme (such as World Book Day, Black History Month etc).

Resources Available

Reading Explorers

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Reading Explorers: The Classics

Cracking Comprehension

Twinkl

The Literacy Shed

Once Upon a Picture (website)

Picture News

Oxford Owl

Reading scheme

In EYFS and KS1 pupils are expected to read with an adult every night at home. A note of the pages read and the date should be logged in the pupil's reading record by a parent or carer.

It is the parents' responsibility for sending in reading records with a signature so that reading books can be changed in school. In KS2 pupils are expected to read for a minimum of 20 minutes every night. A note of the pages read and the date should be logged in the pupil's reading record by the pupils themselves, where possible, or an adult or carer.

From Foundation Stage 1 onwards pupils receive a 'shared' reading book to take home which is changed at least twice a week. These books are colour-banded and include a range of fiction, non-fiction and poetry.

The 2014 National Curriculum is underpinned by the idea of mastery: that children learn fewer things in greater depth. Children at St Simon's are therefore not moved onto the next reading colour band unless they have shown secure understanding at their current level. Children are not expected to rush through all of the books in a particular band – some children may read the same book several times – this is to ensure that children fully understand each text and develop a mastery of reading at each level.

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Coloured bands in order:

Pink
Red
Yellow
Blue
Green
Orange
Turquoise
Purple
Gold
White
Lime
Brown

Alongside a banded '**shared**' reading book, pupils also receive a 'Little Blending Book' matched to their phonics learning as they are developing fluency.

All pupils are encouraged to select a book to '**read for pleasure**' from their class library or school library each week.

Assessment

When a teacher has identified that a pupil is ready to move onto the next colour band, a PM Benchmark Reading Assessment is completed.

The PM Benchmark Reading Assessment resources are designed to explicitly assess students' instructional and independent reading levels using accurately levelled fiction and non-fiction texts. These texts are unseen by and meaningful to young students. PM Benchmarking assesses pupils decoding, fluency, re-telling, recall and inference skills.

When teachers are confident that pupils are secure on the Brown colour band (usually by the end of Year 3) they are progressed onto 'free reading'. Pupils

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are then able to choose books from their class libraries or the school library, which include a range of fiction, non-fiction and poetry.

Teachers monitor 'free reading' to ensure pupils are being challenged by through suggestions and recommended reading lists.

Class Readers

A Class Readers is a book that the teacher shares with their class over an extended period of time. They are chosen based upon current pupil interest or linked to the curriculum topic being studied. Class reader sessions allow children of all attainment levels to be immersed in the same high quality texts and promote valuable discussions.

Class reading sessions provide teachers with the opportunity to model the fluency, pace, intonation and expression key elements of reading with the notion that children will try to emulate this in their own reading. Teachers are encouraged to include a wide-range of Class Readers including traditional tales, classic stories and poetry.

Drop Everything and Read (DEAR Time)

DEAR time happens in class daily across school. This time should be used to promote reading for pleasure – this could be the class teacher reading aloud or children enjoying reading independently, in pairs or in small groups. Comfort and 'Buddy Reading' across year groups is encouraged.