



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

## **English: Reading Policy**

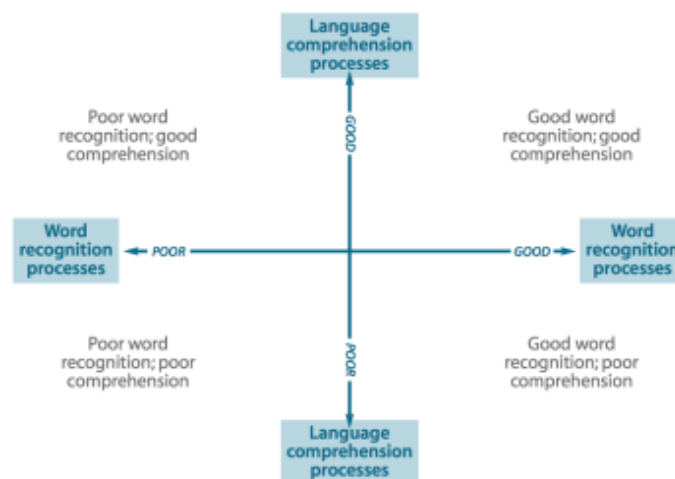
Approved by the Teaching and Learning Committee on 22nd February 2021  
Ratified by the Full Governing Board on 3<sup>rd</sup> March 2021.  
To be reviewed in Spring 2024.

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 outcomes<sup>1</sup> 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).



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<sup>1</sup> 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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Reading is taught at St Simon's through **Phonics, Guided Reading** and **Whole Class Reading** lessons.

### **Phonics - Fluency**

At St Simon's Catholic Primary School, a rigorous programme of synthetic phonics is planned and taught systematically from Foundation Stage 1 onwards. Pupils are taught how to segment and blend to become fluent at decoding words on the page.

For further information please read the Phonics Policy.

### **Guided Reading - Comprehension**

In all year groups from Years 1-6 reading is explicitly taught through a carousel lesson lasting up to 30 minutes.

Pupils are split into four groups and throughout the week rotate through all of the following activities:

- Pre-reading the text with a focus
- Guided reading with a teacher
- Vocabulary work
- Reading Eggs / Reading Eggspress

The main focus during Guided 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. 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
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Give / explain the meaning of words in context.	Retrieve and record information / identify key details from fiction and non-fiction	Summarise main ideas from more than one paragraph.	Make inferences from the text / explain and justify inferences with evidence from the text.	Predict what might happen from details stated and implied.	Identify / explain how information / narrative content is related and contributes to meaning as a whole.	Identify / explain how meaning is enhanced through choice of words and phrases.	Make comparisons within the text.
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In the first week of every block, teachers complete a Reading Interview 1:1 with pupils during the Guided Reading lessons. Notes are made on decoding, comprehension and interests. Teachers and pupils agree a target, which is then referred to throughout the block and reviewed at the next Reading Interview.

In EYFS, Guided Reading is introduced in the Summer term of Reception and is blocked out for one full afternoon each week. During this afternoon, pupils access a range of reading activities as part of continuous provision, and have one small group session with a teacher.

### **Whole Class Reading - Comprehension**

In addition to Guided Reading, once a week pupils are taught as part of a **whole-class reading lesson**, utilising resources such as Cracking Comprehension.

Pupils are in mixed-ability pairings during this lesson to encourage them to learn from each other and build upon their skills. This allows all pupils to access a similar level of challenge for their age, regardless of their ability.

### **Reading scheme**

From Foundation Stage 1 onwards pupils receive a 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.

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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.

Coloured bands in order:

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

### **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 are then able to choose books from their class libraries, which include a range of fiction, non-fiction and poetry.

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

### **Reading expectations at home**

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. Staff will not change any reading books without a signature.

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.

### **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  
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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.

### **Linking reading to writing**

In Literacy lessons, teachers use a central text over a 10 week block, extracting genre-based writing opportunities. Where appropriate, teachers draw links across the curriculum from a range of subjects to their central text(s).

This text may be a novel, picture book or poem and is separate from the Class Reader.

For further information please read the Writing Policy.

**Assessment:** see marking and feedback policy.

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