

# THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL

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## Reading Policy



**OFSTED July 2019**

‘Pupils feel safe in school and believe that the adults take good care of them.’

‘The quality of teaching, learning and assessment in the school is strong.’



### **Catholic Schools Inspection February 2023**

‘The visitor is left in no doubt that this is a loving Catholic school that prides itself on a genuine, warm welcome.’

‘Staff provide the highest level of pastoral care; there is a deep commitment to the most vulnerable.’ ‘Prayer is central to life in Holy Family.’

***At The Holy Family School we are committed to Safeguarding Children***

*‘As a family we live, love, learn and celebrate with Jesus.’*

**THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL  
READING POLICY**

**Mission statement**

**'As a family we live, love, learn and celebrate with Jesus.'**

**Aims**

By the end of year 6, children will:

- Develop a love of reading.
- Communicate about books effectively and confidently both orally and in writing.
- Be fluent and confident readers across subjects.
- Have acquired a wide and rich vocabulary.
- Listen to others reading and talking about books with care and understanding.

**Statutory Requirements**

- Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: Framework Document (2014).

**Spoken Language**

*'The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.'* National Curriculum Statutory guidance 2013

**Reading**

The programmes of study for reading at Key Stage 1 and 2 consist of two dimensions:

- Word reading
- Comprehension (both listening and reading)

*It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.*

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### **To develop pupils as readers we:**

- Teach children to read accurately and fluently using their phonic knowledge
- Promote early phonetic awareness in the Foundation Stage through daily activities and routines such as listening games, shared reading, singing and rhymes
- Ensure Reception and Year 1 children have daily timetabled phonic sessions, which follows the Little Wandle phonics scheme. Children are taught to segment and blend words and apply their learning to read decodable and tricky words and sentences
- Have weekly library sessions for each class to choose and browse books
- Choose an engaging class novel to read daily. Much thought goes into the selection of texts to ensure exposure to high level vocabulary and exciting plotlines
- Use a range of high quality texts for English units and for guided reading
- Plan effective group guided reading sessions for KS1 and whole class sessions for KS2 which start with a focus on decoding before moving on to prosody and comprehension, helping children to understand and respond to what they read
- Expect children to read daily at home and for parents to sign the online reading record
- Have fun and engaging book corners in all classes that are used daily. The book corners contain carefully selected matched books and books relating to the curriculum topic
- Regularly assess children to ensure books continue to be matched
- Ensure children are provided with the opportunity in lessons to reflect on and discuss what they have read, including the language and punctuation choices made by the author

### **Reading pedagogy**

#### **Whole class teaching:**

- In Reception, Year 1 and in the autumn term of Year 2 phonic sessions are taught daily using Little Wandle

#### **Guided reading:**

- Small group guided reading in KS1 with closely matched books. The books are matched to the Little Wandle scheme and children's assessments are used to ensure correct matching. Sessions are planned using the Little Wandle proforma and include decoding, prosody and comprehension sessions each week.
- Whole class guided reading sessions in KS2 are based on a Year group text or the book from the English unit being taught in writing. Sessions are planned on our own bespoke planning format which focuses on rich discussion and an I do, we do, you do approach to ensure modelling of reading by the teacher, reading with support and reading independently.

#### **Individual reading:**

- In KS1 and KS2, a trusted adult will listen to frequent readers daily. These are children who have been specifically identified and targeted or children who are pupil premium

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### **EYFS approach to reading**

- In nursery there is twice weekly focussed rhyme time and daily whole class phonics. In phonics work starts with tuning into sounds before moving on to oral blending in the summer term. This is in addition to whole class sharing of books and the inclusion of books throughout all areas of provision.
- Timetabled adult led guided reading sessions start in Reception class

### **Phonics**

- Phonics is taught daily in Reception and KS1 using the Little Wandle phonics scheme
- Consistent and robust phonics planning is used for daily phonics sessions and we also provide a wide opportunity for application of skills through the environment
- Consistent use of resources across EYFS, KS1 and KS2, includes: flash cards, sound mats and phonics games which are kept in each classroom. Resources are organised following the Little Wandle teaching resources CPD module
- Children who are not keeping up with the phonics programme in Reception and Year 1 receive keep up sessions. Children who are in Year 2 and above who need more support to master the phonics code are given additional teaching in the format of 'rapid catch up' sessions. This is with a trained member of staff who delivers the programme throughout the year groups.
- Books sent home have been read in school and are closely matched to the child's phonics phase with a 90% accuracy in fluency

### **Reading Assessment**

- Reading data is submitted termly on Arbor. Teachers use Herts for Learning reading TAFs as the assessment criteria to support forming a judgement.
- Year 2 and Year 6 use the DFE's Teacher Assessment Framework to support judgements
- At the beginning and at the end of the year YARK assessments are used with all children who have been assessed as WTS to support teacher's assessments- using the TAFs
- Reading objectives are carefully planned for in guided reading sessions and the HFL reading documents for Years 3-6.
- Little Wandle assessments are done half termly, to ensure children are achieving the targets set out by the programme. The assessment excel spreadsheets are completed to inform a gap analysis. Any children who are under-attaining, will be placed into catch up intervention groups.

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### **Monitoring**

Monitoring includes: lesson observations, learning walks, pupil voice, planning audits and

book looks *'As a family we live, love, learn and celebrate with Jesus.'*

Appendices:

Appendix 1

**KS1 Guided Reading Planning**

Focus text:

**Pupil premium:**

**SEN children:**

Focus children:

<b>Date:</b>	<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>	<b>Group 4</b>	<b>Group 5</b>
Group initials with teacher					
Session 1 Decoding					
Session 2 Prosody					
Session 3 Comprehension					
Child initiated task with TA					

Formative assessment/next steps/notes

Comment only on children below or above

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Appendix 2:

**KS2 Guided Reading Planning**

Focus children: **Pupil premium** **SEN children**

**Date:**

**Focus text: Text type:**

**Theme/ cross curricular links:**

**Questions for discussion**

**I do We do You do**

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