



# Holy Family Catholic Primary School

## 'Serving the Community'



## Reading

### Intent

At Holy Family Catholic Primary School, we want to give children a curriculum that promotes a passion and curiosity for learning where 'Only the Best is Good Enough'. It is our vision that each child fulfils their potential, regardless of their background or circumstances, in a safe, stimulating and caring environment. We aim to develop a love of learning inspired by quality teaching, foster high aspirations and encourage positive self-esteem.

We believe that reading is a vital skill that will support children's learning across the whole curriculum. As a school, we want to ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities. Above all, it is our intention that children in our school will become enthusiastic, independent and reflective readers. We want ALL children to enjoy and love reading.

Our English curriculum is based largely on the study of, and response to, a wide variety of complete published texts which have been specially selected to engage and excite our pupils. Through these texts, as well as additional enhancements, we intend to provide plenty of immersive, real life opportunities in order to make learning meaningful. We believe the exposure of children's literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to ensure reading and writing are transferable skills across the wider curriculum. Also, through reading and responding to these texts, we intend to develop our pupils culturally, emotionally, intellectually, socially and spiritually.

### Learning to read

### Reading to learn

### Reading to enjoy

In our school, we strive to give pupils a stimulating environment, where reading materials are presented in an attractive and inviting way. Not only do we teach our pupils the skills needed to read, we want to ignite a love of literature within them. Books are well loved throughout our school and our staff are true advocates of reading. We teach reading through a variety of ways, these include phonics, guided reading sessions, shared reading and independent reading. Our children understand that we can gain a lot from a love of books and they can bring a great deal of enjoyment to us. They are also aware that books give us an insight into many topics and they provide us with new perspectives.

We also aim to provide plenty of opportunities for our children to read for pleasure in order to develop all children's love and appreciation of literature and therefore foster a life-long love of reading and building a reading culture throughout the school.



# Holy Family Catholic Primary School

## 'Serving the Community'



### Implementation

#### Read Write Inc

Learning to read is one of the most fundamental skills that a child will learn during their time at Holy Family School. We strongly advocate and encourage 'reading for pleasure' and this is reflected in our ethos and daily teaching. On entry to school, children are immediately immersed in a wide variety of books and children are given a reading book as soon as they begin Reception. We follow the 'Read Write Inc' programme, which is a highly regarded and successful phonics programme.

This programme is introduced in Nursery, with the full programme beginning in Reception and throughout Year 1 into Year 2. Here, children take part in daily discrete phonic sessions in which they are taught phonemes (sounds) and assisted and independent blending. Using 'Fred the Frog', children are also immersed in 'Fred Talk', in which children are encouraged to hear and say each sound within a word, enabling them with the skill to read and then write a word. Children then participate in reading and writing activities using fun and stimulating reading books encouraging them to use and apply their phonic knowledge. The skills taught in Read Write Inc sessions are then reinforced throughout all other curriculum based subjects. Children also participate in a variety of shared and guided reading activities on a daily basis, reinforcing the 'blending for reading' skill.

Children who are on the RWI Programme are assessed every half term. This ensures that every child is moved swiftly through the levels or immediately identified if there are any gaps in learning. If a child is struggling or is making more than expected progress RWI teachers will inform the RWI Lead who will assess the child. They will receive RWI interventions or moved up levels to ensure they are not held back.

#### Home Reading

For those children who are accessing the RWI Programme, 'RWI Book Bag Books' are sent home to children weekly. These are in line with the RWI programme and match the sounds children are learning in school.

For those children in Key Stage 2 who still need a stepping stone before freely choosing their own reading books, we use Reading Planet.. The scheme aims to:

- Fully engage with today's world through exciting fiction and non-fiction books that explore **modern topics and themes**.
- Promote **gender equality and diversity** with characters and stories that will inspire young readers of today
- Is written for the **demands of the new curriculum** and will support every child in meeting age-related expectations



# Holy Family Catholic Primary School

## 'Serving the Community'



One of the strongest aspects of the scheme is the prompts and notes for parents to use both before reading and after reading. We found that parents were looking for ways to help their children and this scheme provides them with the tools they need.

The books also comprise of both fiction and non-fiction. At the end of each book, there is a quiz which helps to build essential vocabulary and reading skills whilst also supporting parents with questions to ask their children.

### **Home Reading Monitoring**

Children's home reading is monitored via their Reading Record and home/school reading book. We recognise that parent partnership and parental support is a crucial tool in every child's progress. We encourage children to read their home/school reading book every evening and request parents record their child's progress in their Reading Record.

### **Shared Reading**

We follow the 'Literary Tree' approach in our English lessons. Books are chosen carefully, ensuring that they are rich and challenging. 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.

### **Focused Comprehension Lesson – Key Stage One and Key Stage Two**

Children complete a focused comprehension lesson. This focuses on teaching 12 skills required in order to comprehend e.g. understanding words, identifying the main idea etc. Children learn about the skill and then as a shared group, complete a series of answers which are modelled by the class teacher. Children then complete questions in the same way using the knowledge they have gained.

### **Guided Reading**

Guided reading is used throughout the school as a key teaching strategy. Teachers and Teaching Assistants will work with each guided reading group every week. 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.



# Holy Family Catholic Primary School

## 'Serving the Community'



- 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.

During Guided Reading sessions, each child completes 3 different activities on a carousel.

1. VIPERS – This is small group teacher/teaching assistant led activity with a focus on high quality texts. As a group, the text is read and thoroughly analysed. Time is spent understanding genre features, vocabulary etc
2. Independent Comprehension – Children complete a multiple choice comprehension independently from The Literacy Box/The Comprehension Box. Children are then given the opportunity to self mark their own work.
3. Reading Plus– Children complete the online program.

### Reading Plus

The majority of children in Years 3-6 use Reading Plus which is an online reading support curriculum that develops the fluency, comprehension, and motivation children need to be successful readers. It allows children to read a range of texts and receive specialised vocabulary and reading comprehension suited to their individual level. The program recommends at least 3 x 30minute sessions each week. In school, we aim to complete at least 2 of these sessions and ask that the children complete at least 1 x 30 minute session per week at home. A section on Reading Plus also solely focuses on improving vocabulary.

### Additional Support

We ensure additional support is provided for those children who may have fallen behind with their reading, lack confidence, or struggle with their fluency, comprehension or vocabulary. We do this in a number of ways such as:

- RWI tutoring
- Precision teaching
- Toe by Toe
- Fresh Start
- Multi-sensory activities
- One to one reading
- Small group intervention



# Holy Family Catholic Primary School

## 'Serving the Community'



### Reading Comprehension Cards

For those children needing additional reading support, we aim to develop and deepen reading comprehension, inference and analytical skills across all genres for reading through the use of Reading Comprehension Cards. Each card has a text to read with a supporting image on one side, and questions about the text on the other. Children work 1:1 or in small groups to spend time reading the short text in detail and focussing on developing those essential comprehension skills

### Assessment of Reading

Formative assessments is an integral part in every lesson and this informs teachers' planning and ways forward

Summative assessments take place at the end of each term and the results are recorded and discussed at Pupil Progress meetings to ensure children are on target and any additional support/intervention is identified if needed.

- Attainment in phonics is measured by the Phonics Screening Test at the end of Year One
- Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally.

Children have reading targets generated by their teacher and these are shared with individual children and their parents. Targets are reviewed termly and changed as soon as a target has been achieved.

### Parental Engagement

Our school promotes the engagement and support from parents and carers by working in partnership through workshops. Our 'Breakfast with Books' enable parents to share reading books with their child and maintain a love of reading with their child. This has proven to be very successful and enjoyable.

In addition, we run Phonics meetings throughout the year where parents can receive further support and advice in helping their child to read.

We also use our school twitter account to celebrate achievements, as well as sharing books recommended by the children each week.



# Holy Family Catholic Primary School

## 'Serving the Community'



### 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)