



# READING POLICY

St. George & St. Martin's Catholic Academy

Mission Statement

GROWING, LEARNING AND LOVING IN CHRIST;  
UNITED IN PLAY, PRAYER AND PEACE.

## Our Mission - Intent

*'Growing, Learning and Loving in Christ; United in Play, Prayer and Peace.'*

*'After nourishment, shelter and companionship, stories are the thing we need most in the world.'*

*Philip Pullman*

At Saint George & St Martin we enable each individual to be the very best that they can be, as children of God, with a God-given potential and an eternal destiny. Our phonics and reading policy stipulates clearly to the Saint George & Saint Martin community the reading skills which are taught in the school from the Foundation Stage, throughout Key Stage One and into Key Stage Two. ***'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.'*** <https://www.gov.uk/government/collections/national-curriculum>

We see the curriculum, and in particular reading, as the most effective tool that allows us to affect social mobility, raise aspirations and allow children to see and experience the world beyond their local neighbourhood. We want children to gain rich experiences, skills and knowledge during their time with us. We understand the role we play in creating fluent readers with a passion for literature and how this affects their life opportunities.

The school has an ambitious curriculum, which includes the phonics and reading curriculum, that prepares them fully for the next phase of education and ultimately to adult life. Children enter the school with low communication, language and understanding skills. Many children lack the experience of a range of books and literacy opportunities. The school believes it is of the utmost importance that this gap is plugged and a rich literate curriculum is delivered so that children can access all other areas of the curriculum.

Communication and reading are at the heart of our curriculum and staff are clear that this is the key to accessing the quality curriculum that we offer. Children who read regularly, or are read to regularly, have the opportunity to open the doors to so many different worlds. More importantly, we strongly believe that reading will give our children the tools to become independent life-long learners.

## Implementation

### Early Reading & Phonics

Children are always taught the correct enunciation of sounds. Children are also taught the correct formation of the corresponding grapheme. These are practised in school and at home. At Saint George & Saint Martin Catholic Academy, we aim for all our children to become fluent, confident readers who are passionate about reading. We achieve this through:

- Dedicated Phonics teaching using the Bug Club program. We use this to help us teach our children to read and acquire the necessary sounds and skills to become readers.
- Encouraging children to develop a love of books by reading to them and with them both at home and at school.
- Giving children access to a wide range of books at school and at home.

We use Bug Club Phonics to give our children the best possible start with their literacy. Bug Club is a DFE recognised phonics programme which helps all children learn to read fluently and at speed so they can

focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7 (Reception to Year 2).

In Nursery, we use Letters & Sounds to begin this phonics teaching thus ensuring children have the pre-requisite skills to access Bug Club. This covers the following aspects:

Aspect 1: General sound discrimination – environmental sounds.

Aspect 2: General sound discrimination – instrumental sounds.

Aspect 3: General sound discrimination – body percussion.

Aspect 4: Rhythm and rhyme.

Aspect 5: Alliteration.

Aspect 6: Voice sounds.

Aspect 7: Oral blending and segmenting.

Whilst we begin the Bug Club programme in the Reception class, we will continue teaching phonics to children beyond the age of 7 if they still need support in their reading. Bug Club and Rapid Phonics is used to support this.

All children are assessed regularly. These assessments are used to identify any gaps. Children may be placed in an intervention group meaning the phonics are re-taught in the afternoon. The assessments also indicate the phase that the child is working on and enable us to ensure reading books are matched to the phonic level of acquisition and skill.

In Reception, all children will learn how to 'read' the sounds in words and how those sounds can be written down.

## **Reading**

The children:

- Learn 44 sounds and the corresponding letters/letter groups using simple picture and prompts – see below.
- Learn to read words by blending sounds 'robot arms'.
- Read from a range of storybooks and non-fiction books matched to their phonic knowledge.
- Work well with partners.
- Develop comprehension skills in stories by answering questions.

## **Writing**

The children:

- Learn to write and form the letters/letter groups which represent the 44 sounds.
- Learn to write words by using finger spelling.
- Learn to build sentences by practising sentences out loud before they write.

## **Talking**

The children work in pairs so that they:

- Answer every question.
- Practise with a partner.
- Take turns in talking and reading.
- Develop ambitious vocabulary.

# Year One & Two

Children follow the same format as Reception Review, Teach, Practise and Apply. They will work on complex sounds and read books appropriate to their reading level. They continue with daily sessions of phonics.

We use pure sounds ('m' not 'muh', 's' not 'suh', etc) so that the children will be able to blend the sounds into words more easily. At school, we use robot talk to help us sound out words! E.g. m-o-p, c-a-t, m-a-n, sh-o-p, b-l-a-ck.

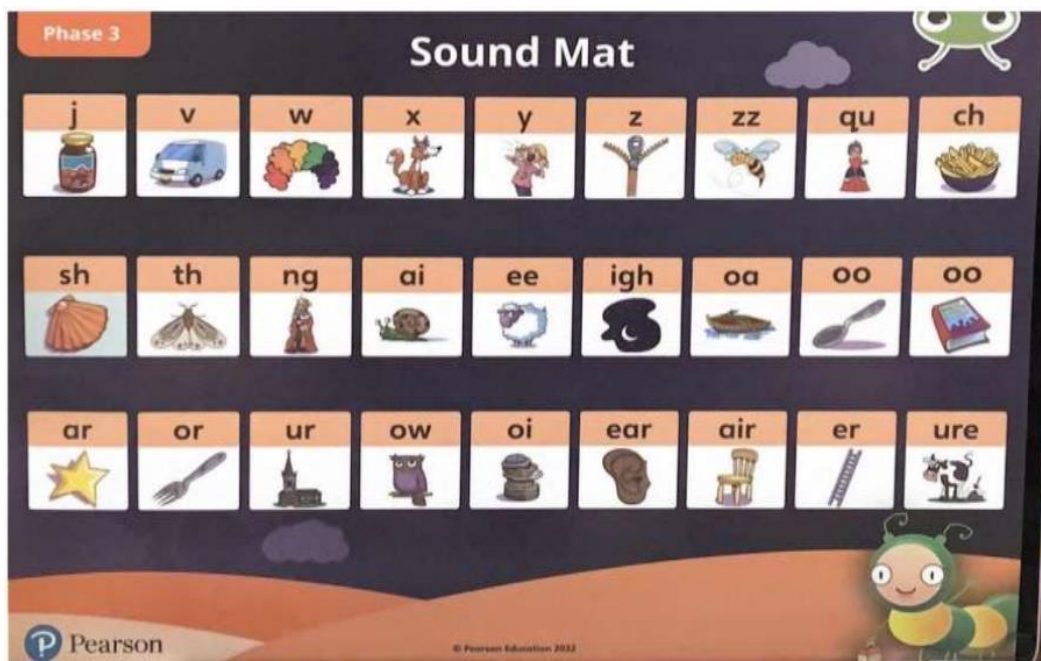
## Step 1:

Phase 2 Sounds are taught in the following order. We help children to instantly recognise sounds ready for blending.



## Step 2:

The children are then taught phase 3 Sounds – which contains some of the long vowels.


























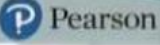
**Step 3:**

Once the children are confident with phase 2 and phase 3 sounds, they will work on blending these in words. Step 4 Children will then learn the phase 5 sounds followed by the phase 5 alternative sounds.

**Phase 5**


## Sound Mat

wh 	ph 	ay 	ey 	ea 	ie 	oe 	ew 	ew 	
ue 	ue 	aw 	au 	ir 	ou 	oy 	a-e 	e-e 	
i-e 	o-e 	u-e 	u-e 						

 © Pearson Education 2022

**Phase 5 Alternatives**

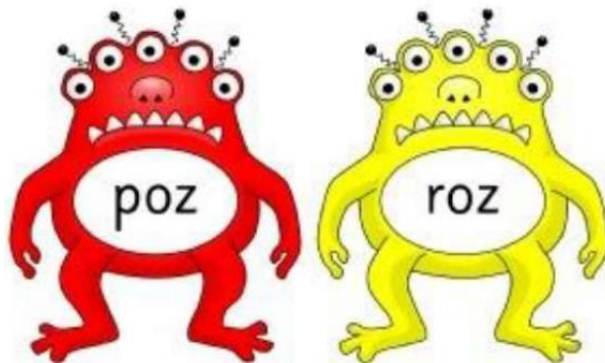
## Sound Mat

eigh 	ey 	ei 	ie 	y 	y 	i 	ow 	o 
u 	oul 	al 	ear 	ere 	eer 	are 	ear 	ch 
c(e) 	c(i) 	c(y) 	sc 	st(l) 	se 	g(e) 	g(i) 	g(y) 
dge 	le 	mb 	kn 	gn 	wr 	tch 	ch 	ci 
ssi 	ti 	si 	ea 	(w)a 	o 	s 		

 © Pearson Education 2022

## **Nonsense words (Alien words)**

As well as learning to read and blend real words, children will have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'. These words will also feature heavily in the Year One Phonics Screening check which takes place in the summer term.



The Year 1 phonics screening check is a short, light-touch assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard.

### **Foundation Stage and Key Stage 1**

Alongside Bug club phonics, our pupils all take home books that link to the phonics scheme. Children take home a Bug Club book that contains sounds that they can read. These scheme readers cover a range of genres. Children also choose a reading for pleasure book taken from the school library or class book boxes. Books are monitored so that choices are supported where necessary. It is expected that children read at home daily and that an adult signs their reading diary. Children read in school with an adult, the lowest 20% are targeted as part of our 'Daily Readers' to support them in keeping up.

Each child has a reading diary where the reading should be recorded and signed by a parent. There is an expectation that class teachers would have conversations with parents if their children are not reading at home, if this continues then the next step will be to send a letter home. Support will always be offered and time will be found within the school day to assist any children or families who may be unable to meet this commitment.

In Key Stage One and Foundation stage, there is a focus on decoding and fluency. At Saint George & Saint Martin, we use whole class reading, which is timetabled for 20 minutes daily. We follow the Bug Club reading scheme. Bug Club whole class reading for Key stage 1 and Reception focuses on children improving their ability to decode words and to read fluently. The children are given the opportunity to practise sounds, tricky words and new vocabulary that they will come across from the book. They are also given the opportunity to share and discuss the book with the teacher modelling reading to the class before they move onto reading the text themselves through paired reading.

During reading sessions, the teacher will introduce the book and vocabulary. They will model reading the book, including intonation, to the children. The children will then read the book at least three times (paired reading out loud) until they become fluent and confident with the book. At each new reading, they will have opportunities to develop their comprehension skills. Alongside this, the children are challenged to comprehend what they are reading.

Story time is time tabled and takes place daily. We have a progression document for story time texts which runs through the school thus ensuring that children receive a rich and varied literary diet with books from a range of leading children's authors covering a variety of genres and interests. Children are given the opportunity to be read to and listen to a range of texts. We use the Stoke '100' reads as the basis of this progression.

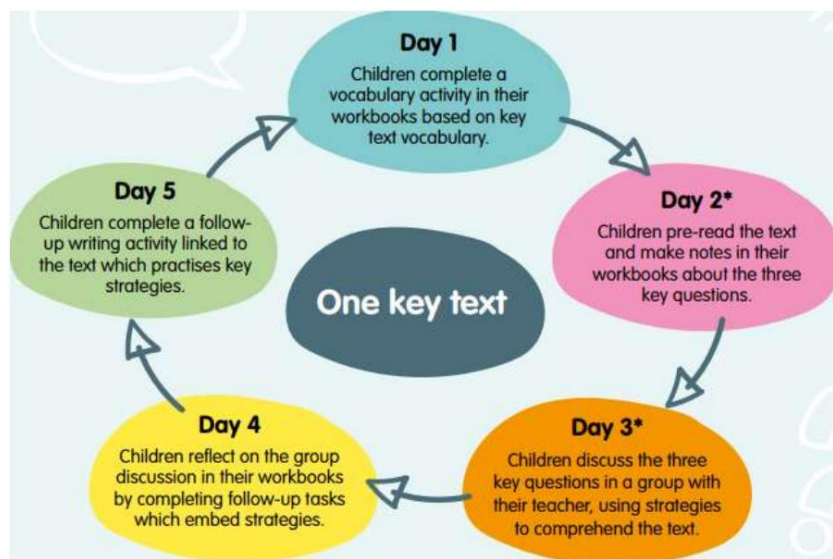
# Key Stage Two

At Saint George & Saint Martin, we aim to ensure that the excellent reading practice in EYFS and KS1 continues into KS2 and reading continues to remain high profile in daily activities. It is an expectation that children will continue to read at home daily.

In Key Stage Two, there is a shift in reading where we focus much more upon comprehension rather than word recognition. We use whole class reading, which is timetabled for 30 minutes daily. We follow the Bug Club reading scheme. This focuses on developing children’s core comprehension skills and encouraging discussion around a stimulating array of new whole texts. Each week of teaching is anchored by a key text. Texts are varied in genre and style, and some are studied for one week while others are studied over a longer period. Each week of teaching runs as a cycle, with activities for children to complete daily, in sessions lasting 30 minutes. The progression of activities across the five days helps to develop children’s comprehension strategies and deepen their comprehension of the week’s key text.

## KS2 Reading Structure

KS2				
Day One	Day Two	Day Three	Day Four	Day Five
<b>Teacher to model read text with children following.</b>  (Please ensure that the children have the text in front of them and it is also opened up on the IWB).	<b>Fluency (10 minutes) – 1<sup>st</sup> Paired Read.</b>  (Please ensure that the children have the text in front of them and it is also opened up on the IWB).	<b>Fluency (10 minutes) – 2<sup>nd</sup> Paired Read.</b>  (Please ensure that the children have the text in front of them and it is also opened up on the IWB).	<b>Fluency (10 minutes) – 3<sup>rd</sup> Paired Read.</b>  (Please ensure that the children have the text in front of them and it is also opened up on the IWB).	<b>Fluency (10 minutes) – Independent Read.</b>  <b>Target pupils to read with Teacher/TA.</b>  (Please ensure that the children have the text in front of them and it is also opened up on the IWB).
<b>BUG CLUB STRUCTURE</b>  <b>Day One</b> Children complete vocabulary activity in their workbooks based on key text vocabulary.	<b>BUG CLUB STRUCTURE</b>  <b>Day Two</b> Children read the text and make notes in their workbooks about the three key questions.	<b>BUG CLUB STRUCTURE</b>  <b>Day Three</b> Children discuss the three key questions as a class with their teacher, using strategies to comprehend the text.	<b>BUG CLUB STRUCTURE</b>  <b>Day Four</b> Children reflect on the group discussion in their workbooks by completing the follow-up tasks, which embed strategies.	<b>BUG CLUB STRUCTURE</b>  <b>Day Five</b> Children complete a follow-up writing activity linked to the text, which practises key strategies.
The first day focuses on the key strategy of clarifying, helping the children to become familiar with words they will experience in the text and so removing barriers to comprehension. Working independently (in pairs), <u>children</u> complete activities that explore key vocabulary from the text. They record their responses in their individual workbooks.	The children record their thoughts about the three ‘key questions’ – the ‘looking’, ‘clue’ and ‘thinking’ questions – in their workbooks. They also generate their own questions about the text in preparation for the group discussion on the third day.	On the third day, the whole class discuss the three key questions. No reading aloud should happen here; rather, children should be encouraged to speak directly to one another, building on each other’s comments.	On the fourth day, children reflect on the class discussion and revisit the key questions, exploring what more they have learned and how their thinking has developed. Working independently (in pairs), they complete their workbooks, revising and embedding the strategies practised during the discussion.	On the fifth day, children complete a follow-up writing activity in their workbooks, which focuses on a selection of comprehension strategies. For children who require more support or more challenge, ‘support’ and ‘extend’ photocopy masters are available from the online platform.



As with EYFS and Key Stage One, each child has a reading diary where the reading should be recorded and signed by a parent. The reading book routine is well established and continued from KS1. There is an expectation that class teachers would have conversations with parents if their children are not reading at home, if this continues then the next step will be to send a letter home. Support will always be offered and time will be found within the school day to assist any children or families who may be unable to meet this commitment. Daily Readers are heard read if they are identified to be one of the 'lowest 20%'.

Comprehension outcomes vary from reader to reader. Bug Club Comprehension draws on eight key strategies to build children's comprehension skills:

1. Clarifying
2. Summarising
3. Activating prior knowledge
4. Visualising
5. Connecting
6. Predicting
7. Questioning
8. Evaluating

## Impact

### Recording & Assessment

Children's work is recorded in books with the scheme activities linking to the text that is being taught following the 5-day cycle. We encourage children to orally construct their answers and ensure it is the best they can give before writing anything down. During the reading session, teachers and teaching support assistants focus on specific children, this may mean hearing them read individually whilst others are reading independently, in pairs or groups, discussing answers with those children and working one to one or within a group whilst the others form an answer independently. Teachers can then assess these children based on National Curriculum expectations and how they are performing relating to the specific content domain.

Each term, all children complete the NFER reading assessment. This allows teachers to track attainment and progress leading to identification of target children for the following term. Children that are classed as the 'lowest 20%' are added to the Daily Readers' register. Teachers identify children that are currently below ARE but targeted to be at ARE by the end of the following term; these children are also added to the Daily Readers' register.

#### **Fluency Checks**

It is essential that children become fluent readers. Three times a year (start, middle and end), are children's fluency progress is assessed. We use Microsoft Fluency Tool to check reading speed, accuracy and prosody. This is then used to provide intervention for children not at age expected expectations for fluency. A fluent reader will:

Based on their year group, the children are given a passage to read within a set amount of time.

By the end of each academic year, it is expected that:

- In Year 1, children will read 60 words of an age-appropriate text in one minute.
- In Year 2, children will read 270 words of an age-appropriate text in three minutes.
- In Year 3, children will read 270 words of an age-appropriate text in three minutes.
- In Year 4, children will read 360 words of an age-appropriate text in four minutes.

- In Year 5, children will read 450 words of an age-appropriate text in five minutes.
- In Year 6, children will read extended texts at 90 words per minute (in line with end of KS2 testing)

If they achieve 90 words or more in a minute, they do not need to be assessed further in this way; if they achieve less than 90 words, they should be implicitly targeted with 1:1 reading on a daily basis. They will then need to be assessed for their reading stamina at the end of each term.

## Reading for Pleasure

***‘Reading for pleasure is strongly influenced by relationships between teachers and children, and children and families.’ (Cremin et al, 2009).***

At Saint George & Saint Martin, we understand the importance of promoting reading for pleasure and the impact this can have on a child’s life chances. Therefore, developing a love of reading is of utmost importance.

A growing number of studies show that promoting reading can have a major impact on children and adults and their future. Upon reviewing the research literature, Clark and Rumbold (2006) identify several main areas of the benefits to reading for pleasure:

- Reading attainment and writing ability.
- Text comprehension and grammar.
- Breadth of vocabulary.
- Positive reading attitudes
- Greater self-confidence as a reader
- Pleasure in reading in later life
- General knowledge
- A better understanding of other cultures
- Community participation.
- A greater insight into human nature and decision-making.

Evidence suggests that reading for pleasure leads to increased attainment. Clark and DeZoya (2011) found a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers.

***“Young people who enjoy reading very much are three times as likely to read above the level expected for their age as young people who do not enjoy reading at all.”***

***(Children’s and Young People’s Reading in 2015, National Literacy Trust, 20161)***

We aim to promote the concepts of reading for 'fun', 'enjoyment' and 'pleasure' and we ensure that we include a range of ‘real books’ within the Curriculum for English as well as the opportunity for sustained reading from a range of other self-chosen fiction and non-fiction texts from our school library.

We try to engage and support parents in enabling access to a range of texts by inviting them to ‘Stay & Read’ throughout the school year. Where we believe that children have little access to good quality books the school tries to provide compensatory measures which allow equality of access to all children e.g. reading with a reading volunteer, Daily Readers.

Teachers at Saint George & Saint Martin nurture a love of reading within children across all year groups; children are encouraged and motivated to read with purpose and for pleasure. We endeavour to actively instil a keen interest within children through a variety of different approaches.

- **Reading environments/Starbooks displays** – Each classroom has an environment which fosters a love of reading - reading areas where children can select books and a reading display which promotes class texts or recommended reads.
- **The use of the school library** – All children across the school have timetabled sessions in the school library. Dependent on the children's age, teachers may use the session to read a story to the class, or offer time for children to browse the books and choose something they would enjoy reading.
- **Visits to Hanley Library** – Classes have the opportunity to visit the local library and/or receive a storytelling visit during the academic year. They have the opportunity to explore the books, complete activities and sign up for their own library card.
- **Reading Ambassadors** – Children in UKS2 who enjoy reading are invited to promote reading across the school by signing up to become a Reading Ambassador. Children in this role will help in the school library on a regular basis and draw on their knowledge and love of books to recommend texts to younger children browsing in the library.
- **Reading Buddies** - In order to support the development of children's decoding skills and encouraging fluency, volunteers from UKS2 listen to younger children in KS1 read. This also enables the development of social and emotional skills at the same time as building confidence when reading.
- **Annual celebration of 'Book Week'** – Each year we hold a 'Book Week', to coincide with 'World Book Day'. A programme of events is planned for the week to engage and excite children of all ages. As well as directing the activities at the children in school, we also use Book Week as an opportunity to invite families in to aid in the fostering a love of reading outside the school gates.
- **Reading challenges or competitions** – There is a weekly Reading Award presented for a member of each class as part of our celebration assembly. Teachers also use Dojos to reward children reading at home, class challenges over school holidays
- **Friday Favourites (In-class discussions and recommendations)** – Staff foster a love of reading within individual classes by holding class discussions around books that the children are reading. Children are given the opportunity to recommend books to each other.