St. Joseph's

Catholic Primary School

Reading Policy

March 2024

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Intent

At St. Joseph's, we believe that English is a key life skill and it is our mission to develop it for our children in an outstanding manner.

Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language. Also, equip them with skills to be lifelong readers and writers. English is at the heart of all children's learning. It enables them to communicate with others effectively for a variety of purposes. The curriculum will include a clear map, a clear progression and be in line with the National Curriculum.

It is our vision that *every* child will learn to become readers and writers by being provided with exciting and inspiring opportunities, which will support and challenge *all* children. We believe that this encouragement will enable them to become confident, capable and enthusiastic writers and readers with a developing love for the subject. We want to in-still a love of literature in our children so they have a love of reading and are enthused and have a growing vocabulary to support them in later life.

We work hard at St. Joseph's to make sure that our school environment is language rich and 'book focused'. Teachers are supported to build a love of reading in their classroom and encourage a regular reading habit, fuelled by enjoyment. We are determined that every child will read well, are motivated to read, think positively about reading, identify themselves as readers and can also confidently relate to books and talk about their reading preferences. Every class has 'Super 6' books that are age-appropriate novels which will be read by the children throughout the year, either as a shared read with the teacher or independently. This encourages children to read genres and different types of text they may otherwise not choose and to also give pupils, who are more reluctant readers, the chance to read novels and stories, enhancing their opportunities.

St. Joseph's uses Big Cat Decodable Phonics books, alongside the specific reading books for FFT Phonics scheme, which has a variety of appropriate quality texts for children to read covering all genres. All books are book-banded in order to ensure progression and challenge for all children.

Focused teaching of reading takes place in a number of ways. A few of these examples are:

- Shared story telling/novels
- Shared reading
- Discrete vocabulary teaching
- Guided Reading lessons
- Reading interventions to close any gaps in learning
- Partner Reads
- Choral Reads

Implementation in Early Years and Moving to Year 1

FFT PHONICS Core principles:

1. Systematic Progression

- Introducing phonics and its application to early reading in a carefully sequenced and progressive way: moving from developing phonological awareness through rhyme, to introducing Grapheme–Phoneme Correspondences (GPCs) in order, through a six-phased progression.
- Practising the skills of blending and segmenting as new GPCs are introduced and reinforcing them throughout the programme.
- Developing an increasing bank of accessible words, including Common Exception Words (CEWs).
- Building confident readers through the consistent, systematic and daily teaching of the Success for All Phonics programme with accompanying Shared Readers. Our aim is for children to become fluent, confident readers by the end of Key Stage 1.

2. Regular Assessment

- Providing frequent and comprehensive formative and summative assessment opportunities to inform teaching and ensure that children's progress is closely monitored.
- Providing an opportunity for the early identification of children who may be at risk of falling behind.
- Supporting schools that wish to structure their learning by ability groups to ensure that children are taught at the most appropriate level for them.

3. Early Intervention

- Ensuring that the lowest attaining 20 per cent of children also make progress and reach age-related expectations is fundamental to FFT's mission to secure success for all children.
- Providing dedicated time for review and consolidation of skills to ensure children needing extra support do not fall behind.
- Providing Tutoring with the Lightning Squad to support catch-up and additional teaching to those children whose reading skills are below age-related expectations. The tutoring programme has an integrated assessment tool so that skills gaps are automatically identified and addressed

4. Multisensory Approach

- Providing pacey and active lessons that balance short inputs of direct teaching with immediate whole-class response and engagement.
- Providing multisensory lessons that engage all children in a variety of activities designed to support learning in fun and memorable ways. Activities include: saying the Alphabet Chant with actions; responding to questions either chorally or with their Talk Partner; and/or actively reading with their partner; and writing in the air or on their partner's back.
- Linking pictures and mnemonics to support the learning of each GPC and helping

children to remember it.

5. Co-operative Learning

• Underpinning daily lessons with Co-operative Learning techniques in which learning skills are developed by teachers explicitly modelling behaviour for learning.
• Using positive feedback to help children to understand when they meet expectations and for motivation.
• Encouraging children to work together in supportive peer partnerships (and teams in Year 1).

6. Application of Skills

• By providing texts – Shared Readers – which are carefully aligned to progression in phonics skills, children are motivated to apply their new learning in a meaningful way.
• Developing a separate, but linked, approach to the teaching of reading comprehension during the shared reading lessons.

SCOPE AND SEQUENCE

Phase 1 (EYFS)	Focuses on developing phonological awareness by teaching children sound discrimination, rhythm and rhyme, alliteration, oral blending and segmenting. Six weeks of additional planning is available for Phase 1.
Phase 2 (Reception Term 1)	Children learn short sound GPCs and use these to read CVC words. A limited number of Common Exception Words (CEWs) are introduced in the context of the Shared Readers, and children practise writing new and previously learnt GPCs in upper- and lower-case letters.
Phase 3 (Reception Terms 2–3)	Children learn long vowel digraphs and read CCVC and CVCC words. Children are introduced to two-syllable words. Spelling and sentence writing with known GPCs are introduced. Common alternative spellings / pronunciations are introduced.
Phase 4 (Reception Term 3)	Focuses on reviewing and consolidating all Reception-level content in preparation for Year 1. Decoding skills are applied to more challenging word structures.
Phase 5 (Year 1 Terms 1–3)	Teaches remaining long vowels, including split digraphs. Children learn to read nonsense words along with CCVCC, CCCVC and CCCVCC words. All Key Stage 1 CEWs are taught and reviewed, and children learn the spelling and grammar conventions from the Year 1 NC.
Phase 6 (Year 1 Term 3)	Focuses on reviewing and consolidating all Year 1-level content.

At St. Joseph's we stream our pupils. Half termly assessments provide us with necessary information to group our children from Phase 3 to Phase 6. These groupings are fluid and will change regularly. FFT has a focus on '**Co-operative Learning'.**

Co-operative Learning

Success for All Phonics is based on an evidence-based pedagogy that is designed to support children's social and emotional development, enabling them to enjoy school, focus on learning and be academically successful. Learning skills are developed by teachers explicitly modelling behaviour for learning. Positive feedback helps children to understand when they meet expectations and promotes an environment where the children are motivated and engaged.

Co-operative Learning is an essential component of the Success for All Phonics programme. Working with other children ensures that everyone in the class, not just those children who are actively called upon, has the opportunity to participate in the lessons by answering questions and discussing ideas and concepts. When Co-operative Learning is working well, the classroom is buzzing during partner and team activities as the children work together to become better readers and (in Y1) Super Teams. The children are focused and engaged in helping one another to work out how to say words, to understand what they are reading, to read fluently and to write accurately.

In Reception, the children work in partnerships, engaging in Partner Talk and generally extending their own thinking about decoding and comprehension. They do this by co-creating a safe and supportive environment in which to practise their burgeoning skills around working out new words and their meanings, reading fluently and understanding what they read. By Year 1, this partnership is extended to children working in teams of 4–5 children (although the children will still continue to work with a partner).

We balance partnerships and teams, considering the children's reading fluency, behaviour and personalities when choosing partners and team members. Disperse any children with attendance challenges among different teams.



The Phonics Lesson (EYFS/ Year 1 Phase 3-5)

The 25-minute lesson plan follows the same basic sequence each day:

- Review previously learnt GPCs (10 minutes).
- Teach, practise and apply the new GPC (15 minutes)

Shared Reader Lessons – Early Reading

It is important that children don't simply know their phonics but can apply that knowledge to the skill of reading itself. In the Success for All Phonics programme, children apply their developing phonic knowledge and skill by reading the Shared Readers. These are carefully aligned to the phonics lessons and allow children to practise reading the new and recently taught GPCs as well as the Common Exception Words to which they have been introduced.

In **Phase 3 (Reception)**, the Shared Reader lessons are:

- 15 minutes long in Term 1, increase to 20 minutes in Term 2, and 25 minutes in Term 3.

In addition, the five-day schedule also provides:

- opportunities to develop comprehension, fluent reading and to consolidate letter formation, spelling and sentence writing.

The weekly five-day teaching schedule for Shared Readers continues in **Phase 5 (Year 1)** with 30-minute lessons. As the Shared Readers get longer, the texts will be read over multiple days with clear guidelines for each day's reading allocation.

As in Reception lessons, the five-day schedule also provides opportunities to develop comprehension, fluent reading and to consolidate spelling and sentence-writing skills. Grammar conventions and punctuation skills also continue to be introduced in an appropriate progression.

Fluency

Fluent reading requires children to apply their phonic knowledge without overt sounding out, decoding accurately without undue hesitations or inappropriate pausing and taking account of helpful sentence punctuation. Although fluent reading requires more than phonic knowledge, for example how sentences which run beyond the end of a line of text should be read, children cannot read independently and fluently unless they can decode accurately. Helping children to use their phonic knowledge and skills so that they 'sound like a reader' is an important part of the Success for All Phonics programme.

The Shared Reader weekly lesson plans provide at least two opportunities for children to read for fluency, using techniques such as Echo Reading and Choral Reading as well as paired partner work for additional practice.

Assessment

Success for All Phonics provides schools with an online Reading Assessment Tool that tests children's knowledge of **GPCs, word decoding, reading fluency and comprehension.** Teachers can use the assessment tool every half term (6–8 weeks)

We think that it is important that records (including records of teacher observations) are kept on individual children's progress – not only group records – so that the programme can be 'tweaked' towards filling in the gaps for all children, and especially for those who might otherwise be at risk of falling behind.

Lessons are adjusted to revisit GPCs that children have not mastered by targeting them during the review section of the lesson, giving support with blending or making the sound, and so on. We quickly act upon children's weaknesses to prevent gaps in knowledge from being allowed to form.

In addition, the Consolidation Weeks are treated as 'breathing spaces', during which all children can be brought up to speed with expected progress whilst they continue to read the Shared Readers that practise GPCs learnt to this point.

Tutoring and Catch Up

Success for All Phonics, the regular assessment cycle facilitates the early identification of children whose phonics skills are weak. Through this early identification of weaknesses, teachers are able to adapt their phonics teaching to address these gaps ahead of the Phonics Screening Check. Some children may still struggle to achieve year group expectations due to a range of issues and challenges such as:

- their developmental stage
- SEND needs
- having English as an additional language (EAL)
- being a new arrival.

Success for All Phonics is explicitly designed to support all children and engages a range of strategies to achieve this:

- It is a complete systematic synthetic phonics programme, with all resources provided. This includes Shared Readers for the application of phonics skills that are aligned to progression in phonics lessons.

- The Success for All Phonics programme includes several 'breathing spaces' in the form of Consolidation Weeks during the course of each term. These can be used to respond to the teacher's knowledge of children's mastery of phonics skills, identify children at risk of falling behind and provide any necessary catch-up within the teaching sequence. This may be incorporated within the daily lessons as consolidation of previously taught

knowledge for the whole class, or taught separately in a short, focused intervention either as one-to-one sessions or with a group of pupils with a similar need.

- There are regular summative assessments built into the schedule for the purpose of monitoring children's progress and identifying any gaps in the children's knowledge. This, in addition to the teacher's own observations of children's understanding, informs adaptation of the teaching sequence to ensure that children's progress is brought up to speed where necessary. At the opposite end of the scale, this approach also provides a structure which allows accelerated progress to take place. For schools that have chosen to group by ability, these regular assessment points mean that children can be regrouped to allow them either to catch up with their peers or to move ahead of group expectations.

- All phonics lessons are fast-paced and multisensory, involving children saying the Alphabet Chant with actions, responding to all questions from the teacher, either chorally or to their Talk Partner, actively reading with their partner and completing writing tasks. This variety of activities effectively supports all learners and can be of particular benefit to those who may find it difficult to focus on a task for an extended period.

- Each GPC is taught using a picture and linked mnemonic to help children to remember the phoneme and the associated grapheme. This is a proven method to aid children's memory of each GPC.

- Co-operative Learning is designed to support children's social and emotional development, enabling them to focus on their learning, be academically successful, have positive learning experiences and enjoy school. Learning skills are developed by teachers explicitly modelling behaviours for learning. Regular and consistent positive feedback helps children to understand when they meet expectations and has a positive impact on their motivation.

- Children work together in supportive peer partnerships and teams.

- Some children may also require additional intervention. FFT's reading tutoring programme (Tutoring with the Lightning Squad) is used by schools to deliver catch-up support and additional teaching to those children whose reading skills are below age-related expectations. The tutoring programme has an integrated assessment tool, meaning that skills gaps are automatically identified and addressed, providing genuinely 'smart' learning.

Keep Up and Catch Up

Staff identify pupils who need short keep-up sessions that day or week to help them with any aspects they have struggled with or have not secured in the daily lesson. These activities are designed to allow for repetition of the core lesson structure to avoid cognitive

overload, ensuring they can be fast-paced and easy to deliver either one-to-one or in small groups.

Tutoring With the Lightening Squad

FFT's online reading tutoring platform Tutoring with the Lightning Squad supports pupils if teachers wish to provide sustained targeted support via this platform. The reading and phonics activities and texts in the tutoring platform support the children to develop a wide range of skills. It is proven that children make accelerated progress with this programme. This is an intervention for children from Y1 to Y6.

Home and Wider Reading

After a Shared Reader has been mastered in class, the book (printed copies or the digital version for viewing electronically) can be sent home for additional reading practice. This can be managed so that either the whole class reads the same Home Reader simultaneously (for example the Reader from the previous week's class-reading), or individual children take home previously read books that focus on GPCs that they still find tricky.
In addition, children will also take home a de-codable book for additional reading and a 'free reader' which they can chose from their class library.

Reading in EYFS/ Year 1

- Teachers create a positive attitude to reading within their classrooms and reinforce an expectation that all children are capable of achieving high standards.
- A key text will be the driving force of the topic and areas of learning will be themed from this text.
- Continuous provision will have reading at the heart and will have opportunities to read in every area, both inside and out.
- Reading will be taught daily through guided groups, and through a quality, vocabulary rich text that teach both skills for reading and skills for writing. The link between reading and writing will be clear and they will be taught as separate skills which intertwine together to create work children are proud of.
- Teachers will demonstrate their skills in Reading using clear supporting documents that are progressive in skills. (Development Matters)
- Teachers will demonstrate their love of Reading by inspiring pupils each day through engaging reading slots, story times, exciting activities and promoting reading.
- Whole school enrichment activities will support our mission to promote a love for the subject.
- Teachers plan engaging lessons which support learning for all pupils of all ability.
- Vocabulary is at the heart of English lessons and teachers use it as a focus to explicitly teach new vocabulary to their classes.
- Parents are kept up to date and involved in meetings, coffee mornings and 'Stay and Read' sessions.

Year 2

We use the Year 2 reading programme, 'Routes to Reading', which supports pupils on their reading journey. On their route, they will experience texts from a range of genres and text types. Each of the 15 texts in the Year 2 series has 10 session plans, set out as Maps.

These Maps guide the teacher and the pupils through the learning, with the aim to reach the end of each text journey with reading success - meeting the intended learning objectives and goals from the Year 2 National Curriculum for Reading. Each set of Maps includes opportunities for pupils to use and refine comprehension strategies and use a bank of reading journal activities. The Maps have a 'Teach and Read' section followed by a chance to 'Apply and Review'. The programme builds on pupils' phonemic knowledge, decoding, fluency and comprehension skills from Year 1. Progression from decoding to increased fluency and comprehension will come from quality teaching, modelling, practise and application across the programme.

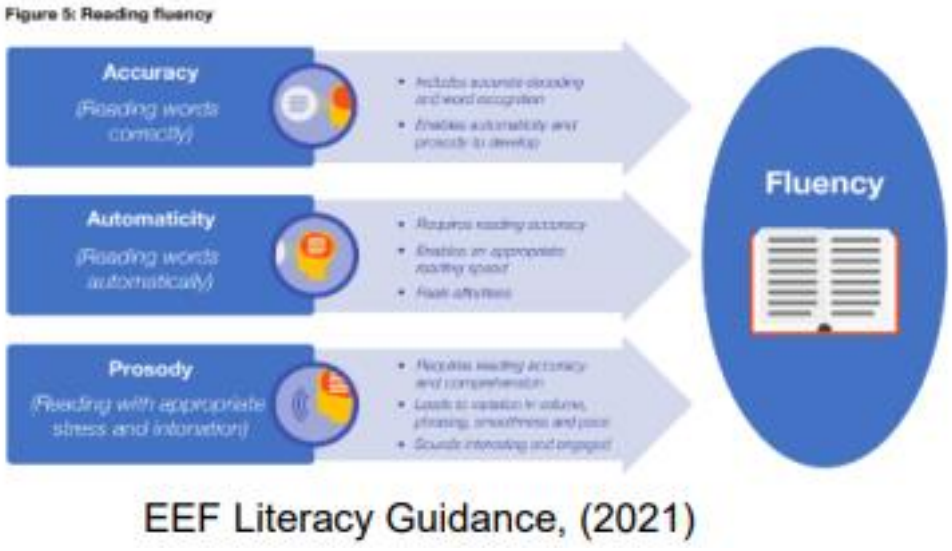
Pupils will learn to:

- Build background
- Make predictions
- Check and understand key vocabulary
- Clarify for meaning and understanding
- Ask and answer questions
- Summarise what they have read

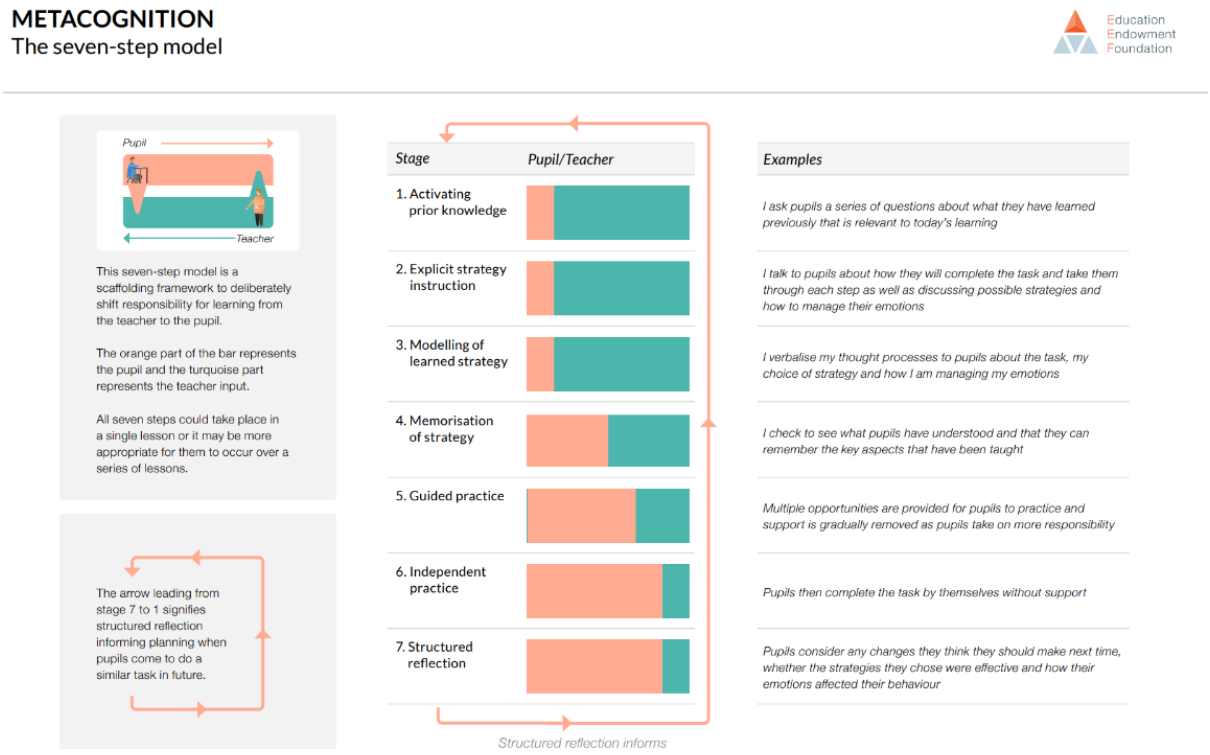
The Year 2 Routes to Reading programme builds on the EEF's guidance around reading fluency. There is an expectation within the programme that fluent reading is modelled by an adult or peer and pupils then read the same text aloud and repeatedly. Re-reading the text a number of times, or until the pupils reach a suitable level of fluency, supports the development of the key components that fluent readers demonstrate: accuracy, automaticity and prosody (EEF, 2021).

The sequence of Maps allows the pupils to use: choral read, echo read, partner read and independent read for the text for each book. Once pupils develop their fluency and adopt a fluent reading style, they can free up cognitive resources and redirect them towards reading comprehension.

Explicit teaching and practice enable pupils to acquire a fluency in reading which is essential for future reading success. The teacher provides support by modelling fluency and, gradually, this support is reduced so that the pupil is capable of reading in dependently with increased fluency. The models shown, are used by teachers throughout school to strengthen children's reading fluency.



EEF Literacy Guidance, (2021)



The Structure of the Lesson

Each text has 10 Maps which will guide the teacher and the pupils through the learning with the aim to reach the end of each text journey with reading success. Each Map is approximately 30 minutes long. The Maps follow a similar structure but differ slightly according to the text. N.B Timings provided as a guide only Maps Teach and Read A

Maps	Teach and Read	Apply and Review	
1	Build Background / Predict *(10m)*	Reading Journal Activity *(15m)*	Set Purpose / Wonderings
2	Comprehension Strategies / Choral Read *(10m)*	Reading Journal Activity *(15m)*	Review *(5m)*
3	Comprehension Strategies / Choral Read *(10m)*	Reading Journal Activity *(15m)*	Review *(5m)*
4	Comprehension Strategies / Echo Read *(10m)*	Reading Journal Activity *(15m)*	Review *(5m)*
5	Comprehension Strategies / Echo Read *(10m)*	Reading Journal Activity *(15m)*	Review *(5m)*
6	Comprehension Strategies / Partner Read *(10m)*	Reading Journal Activity *(15m)*	Review *(5m)*
7	Comprehension Strategies / Partner Read *(10m)*	Reading Journal Activity *(15m)*	Review *(5m)*
8	Comprehension Strategies / Independent Reading *(10m)*	Reading Journal Activity *(15m)*	Review *(5m)*
9	Independent Reading: Words Correct Per Minute (WCPM) *(7m)*	Reading Journal Activity Question Time *(18m)*	Review *(5m)*
10	Comprehension Strategy Review / Book Review *(20m)*	Reading Celebration *(10m)*	

N.B Timings provided as a guide only

<u>Teach and Read Within this section of the Map</u>:

✓ Repetition is your friend

✓ Fluency is modelled

✓ Strategies are embedded

✓ Pupils read for purpose and meaning

The 'Teach and Read' section of each Map has two parts. At the start of each lesson, the activity allows pupils to delve deeper into the text for meaning and understanding. Following on from this, pupils develop the fluency of their reading with either a choral read, echo read, partner read or independent read.

Below is an example taken for Map 4: Extreme Earth, followed by an explanation of each reading type.



Teach and Read	
Check Predictions	Reflect on the reading from the choral reading sessions. **Ask the children:** What were your predictions? Did they change as you read more of the text? If so, what made you alter your thinking?
Echo Read	Choose a section of the text to model reading fluently. Children repeat after you, chorally, to practise reading fluently. *Suggestion - read to the end of page 7.*

Choral Read	A whole class reading of half the text. The teacher and children read each sentence at a pace that allows them to decode unfamiliar words quickly. If possible, lower your voice or stop reading once you get the children started. Listen and assess while children read.
Echo Reading	Children repeat after you, chorally, to practise reading fluently.
Partner Read	Children read sections of the text with/to their partner.
Independent Read	Children read sections of the text independently.

Apply and Review The 'Apply' section of the Maps

includes a comprehensive range of reading journal activities. They have been designed to develop pupils' comprehension strategies and to support application of pupils' developing reading skills.

Below is an example of the 'Apply and Review' section for Map 4: Extreme Earth.



Apply and Review		
Reading Journal	**Summarise** What does the text say about these places? Where and why? **Where?** / **Why?** Coldest Hottest Wettest Busiest Highest	**News Report** Imagine you are a news reporter reporting on the weather in the places described in the text. Report to a partner or small group and take turns.
Reflection	Reflect on the Reading Journal activities and use Random Reporter for feedback. Reflect on what the text says about the places. **Ask the children:** How much can you remember? Could we find out more? What else would you like to know?	

© FFT Education - Year 2 Routes to Reading

Before, During and After Reading

Some examples that are included in the plans for before, during and after reading are given below.

Remember, 'reading' can be the complete text, an extract or section or simply a sentence or word.

Before Reading:

To help focus the brain and build on what is already known:

- **Build background and activate prior knowledge**: What do children already know about this topic/book/genre? How will it help and support reading for meaning and understanding?
- **Make predictions**: Make predictions about what the text is about from the information children have. Think about the pictures. What did children notice? What does the information tell children?
- **Picture Walk**: Look at the title and the pictures. Think about what the text might be about
- **Set Purpose:** Why do we want to read the text? What are we trying to find out? Think about your picture walk and predictions. What are children wondering about?

During Reading:

To support reading for meaning and understanding:

- **Clarify:** Look for words that are hard to read or that children don't understand. Check for understanding and re-read sections that children are unsure about. Discuss and clarify the meanings of words, linking new meanings to known vocabulary
- **Read:** To check predictions and find out more. To practise fluency and develop reading stamina.
- **GPC Accuracy**: Check for accuracy with GPCs. Read all common graphemes
- **Decoding Accuracy:** Check for hesitations. Read unfamiliar words containing common graphemes, accurately and without undue hesitation. Use Finger Detective to support with decoding. Finger Detective is a way of chunking up longer words when decoding. For example, for 'summit' the teacher would cover 'mit' with their fingers and decode 'sum', then cover 'sum' and decode 'mit' and finally uncover the whole word and put both chunks together.
- **Fluency:** Check, support and model fluency. Build to read the text 'easily and automatically'
- **Expression:** Check, support and model prosody using Think Alouds, especially in echo reading.
- **Comprehension:** Check, support and model comprehension. Explain and discuss meaning and understanding.
- **Cause and Effect**: Learn about cause and effect: why and how does one thing relate to another? 'Thinking aloud' when reading to children may help them to understand what skilled readers do.

After Reading: To enjoy, remember and improve understanding of the text and vocabulary:

- **Clarify:** When reading, which words were hard to read? Which words did children ask for help with? Which words didn't children understand?
- **Ask questions:** Ask questions about things that happened in the text. Ask questions using the words what, why, who, when, how, which, where.
- **Visualise:** Visualise part of the text and draw illustrations to match that image.
- **Summarise:** Say what the text is about in a shorter way. Say what happened at the beginning, middle, and end or the problem/solution within the section of text being read.
- **Reminders:** Think about how the text relates to previous experiences and what it reminds children about. Does this paragraph remind children of any events that children have been to? What were they? And how were they the same or how were they different?
- **Reflection/** Find out more/ What next: What helped children to understand this text better? Who made really useful contributions and why was this important? Discuss the text considering the opinions of others.
- **Encourage participation**. Provide positive feedback to enable the children to draw their own reflections and be curious to find out more.
- **Celebration**: Celebrate reading successes making links to improvements in fluency, comprehension, vocabulary and Words Correct Per Minute (WCPM) accuracy.

KS2 Reading

Implementation in KS2

- Phonics will be taught daily in KS2 to those children who still need access to it. In Y3 and Y4 children will follow the same structure as KS1 and use the systematic synthetic programme FFT. The sessions will be in small groups to allow children to flourish. All children are assessed on a half termly basis and grouped accordingly. These children are in the lowest 20%.

- In Y4, Y5 and Y6, children still needing support with phonics will access the programme 'Fast Track Phonics' instead. The rationale being that they haven't accessed FTT and for those children, it has had less impact.

- Children will work through our Banded Reading Scheme, moving towards an own choice text towards the End of Year 5 into Year 6.

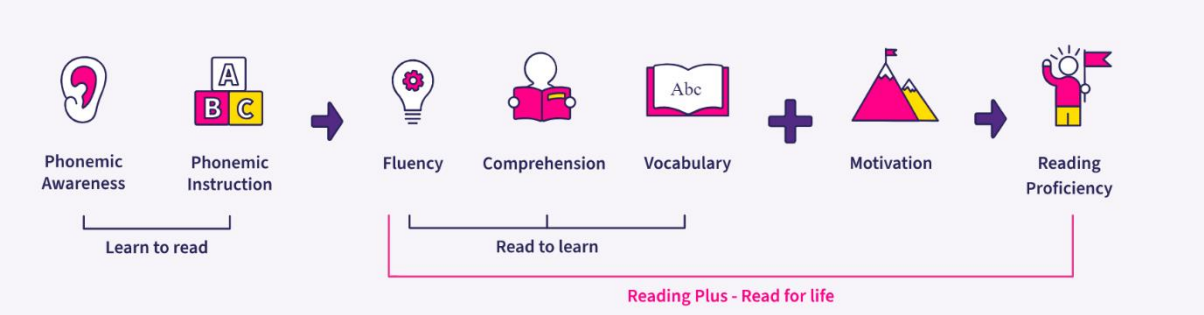
- All children will be given the choice of a 'free reader' to read alongside their Banded Book.

Reading Plus

Every child from Year 3 upwards/some Year 2, have access to an adaptive, personalised Reading Programme 'Reading Plus'. Reading Plus supports students in shifting from the learning-to-read to the reading-to-learn stage of reading development. It is for students who:

- Are secure in phonics and phonemic awareness.
- Need to develop their fluency, vocabulary, and comprehension skills.

The programme also focuses on students' intrinsic motivation for reading by providing highly engaging texts and measuring their self improvement belief, confidence, and interest in reading. All of these components come together to develop reading proficiency. We use this programme to support reading at home and it is used regularly during the school day.



The Lightening Squad Tutoring Programme

Children who require additional reading intervention, will use Tutoring Programme, 'The Lightening Squad'. This provides the assessment, planning, and teaching tools for tutoring pupils in pairs or individually. The programme provides structured reading activities and practice to address skill development in fluency, phonemic awareness, phonics, vocabulary and comprehension.

In a TWL tutoring session, pupils work in pairs on a computer. During the activities, partners take turns completing activities and providing feedback to each other. The tutor can work with up to three pairs (teams) providing support, teaching, helping pupils if they get stuck and conducting quick checks to verify team mastery (pupils have to 'master' the activity with predetermined thresholds). In cases of one-to-one tutoring, the tutor sits with the pupil and provides feedback as he or she completes the activities on the computer. Pupils who access this are our lowest 20% of children from Y1 – Y6.

We have also implemented the following:

- Teachers create a positive attitude to reading within their classrooms and reinforce an expectation that all children are capable of achieving high standards.
- Quality texts will be used to drive reading skills and writing through 'Super Six' texts.
- Texts will be also linked to a wider curriculum areas

- Reading and writing will be taught using the quality, vocabulary rich text that teach both skills for reading and skills for writing. The link between reading and writing will be clear and they will be taught as separate skills which intertwine together to create work children are proud of.
- Teachers will demonstrate their skills in Reading using clear supporting documents that are progressive in skills.
- Teachers will demonstrate their love of Reading by inspiring pupils each day through engaging reading slots, story times, exciting activities and promoting reading.
- Reading is supported by quality reading books that are organised to support children by age and ability – book bands and Book Bag Books.
- Whole school enrichment activities will support our mission to promote a love for the subject.
- Teachers plan engaging lessons which support learning for all pupils of all ability.
- Vocabulary is at the heart of English lessons and teachers use it as a focus to explicitly teach new vocabulary to their classes.
- Reading skills will be taught using the 'Reading Skills' ladders.

St. Joseph's Catholic Primary School

Reading Skills

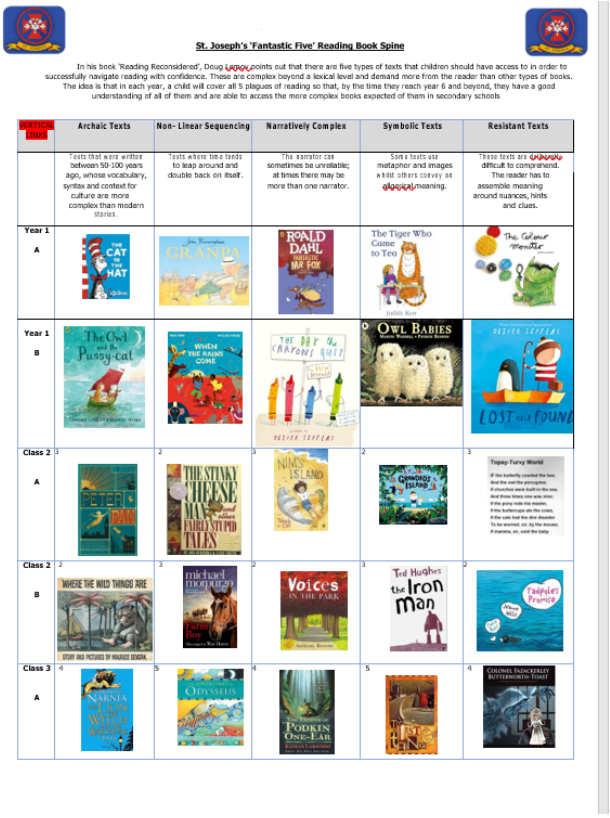
ON THE LINES The answer is right there in the text **RETRIEVAL**			
Find Can you find the information?	**Sequence** Can you put events into order?	**True or False** Can you spot what a text is and is not telling you?	**Summarise** Can you sum up a piece of text?
BETWEEN THE LINES **You have to follow clues in the text to work out the answer** **INFERENCE**			
Key words Can you understand text by working out the meaning of unfamiliar words?	**Unpick pronouns** Can you work out who or what a pronoun refers to?	**Instead of said** Can you recognise feelings or tone from instead of said words?	**Show not tell** Can you work out feelings or thoughts from what someone says or does?
Ask Questions Can you ask questions to find out more?	**My life?** Can you understand a situation better by putting yourself in someone else's shoes?	**Predicting** Can you suggest what might happen next from given or implied details?	**If this is the answer, what is the question?** Can you use evidence in the text to thin of a question to match the answer?
	Impressions What do you think of the character/setting using evidence in the text?	**Adverbs/verbs** Can you recognise feelings or tone from adverbs/verbs?	**Visualisation** What can you visualise based on what you have read?
OUTSIDE THE LINES **The answer is about the way the text is organised or presented** **LAYOUT**			
Print Do you know why the author has used a different font or print?	**Paragraphs** Do you know the job a particular paragraph or heading is doing?	**Pictures** Do you know what a picture or caption adds to a text?	**Diagrams** Do you know why some information has been presented in a table or diagram?
BEYOND THE LINES **You have to think about the words that the author chooses or any ideas/themes in the text to work out the answers** **AUTHOR CHOICE/INTENT**			
Key words Can I understand why an author has chosen particular words?	**Impact** Can you recognise what the words an author uses make you think or feel?	**Comparing** Can I make comparisons within a text and across different texts?	**Fact/opinion** Can I tell the difference between statements of fact and opinion?
	Themes Can I recognise themes within a text and across different texts?		

`Fantastic Five ' Reading Spine

Due to the growing complexity of reading across the curriculum, St. Joseph's have developed a Reading Spine that will expose children to a variety of texts that will support them in order to successfully navigate reading with confidence.

Using Doug Lemov's research from 'Reading Reconsidered', we have factored the five types of text into our English & Reading curriculum. These are complex beyond a lexical level and demand more from the reader than other types of books.

Our whole school reading spine can be found below, which also explains each of the 5 text types.





Impact and Assessment:

Impact/Assessment

In Reading we assess pupils progress in the following way:

Daily formative assessment in lessons, intervention and one to one reading with children.

These daily, informal assessment methods include; following the marking policy so that we can assess children against the lesson objective, questioning, same day interventions and small comprehension tasks.

Summative assessment takes place each term using NFER assessments. These generate a standardised score which we use to track children's attainment and progress. NFER also proves a Question Level Analysis which helps to identify gaps in children's learning and provide intervention. These results are recorded termly on Insight Tracker.

RAP Assessment

From Reception to Year 6, we assess our children using FFT'S Reading Assessment 'RAP'.

The assessments cover phonics skills, decoding, reading accuracy, reading fluency and comprehension.

The assessments for Reception and Year 1 are based on the Letters and Sounds sequence and are administered **once per half term** after pupils have been taught the GPC content covered in each assessment

The assessments for Years 2 to 6 are administered **once per term** and test children's ability to decode words and read passages of increasing length and difficulty. Comprehension and fluency continue to be assessed along with a Words Correct Per Minute score.

Book Banding Tracker

This record is updated termly to record the band which children are reading. We also use a 'Reading Book Tracker' which is updated weekly as reading books are changed.

RECEPTION	Cohort	EAL?	Boys?	Children with SEN?	LAC	Expected Reception				Expected Year 1				Expected Year 2				Expected Year 3	Expected Year 4	Expected Year 5	Expected Year 6			
						Lilac Phase 1	Pink Phase 2	Red Phase 3	Yellow Phase 3	Blue Phase 4	Green Phase 5	Orange Phase 5/6	Turquoise Phase 5/ 6	Purple Phase 6	Gold Phase 6	White	Lime	Brown	Grey	Navy	Burgundy	Free readers
On Entry –	14	0	9	1																				
Autumn term	14	0	9	1																				
Spring Term	13	0	8	1																				
Summer term																								

How Do We Create a Love for Reading at St. Joseph's?

A few examples of what we have done recently…

- No Pen Day – talking without any writing
- Reading River in each classroom displaying books they have read
- What's everyone reading? All staff members to add their own book
- DEAR times (Drop Everything And Read Time)

- Reading Buddy times – Y5 and Y6 with Reception and Y1
- Secret Reader – Parents Encouraged to Come and Read as a secret
- Author Visits
- Parent information provided to encourage parents to read
- Governors come in and read
- Teachers to read in other classes
- READATHON – School Council to organise
- Golden Bookmark *(Bronze 10, Silver 15, Gold 20, Platinum 50)*
- Nursery Rhyme Week
- Mother's Day Stay and Read
- Lancashire Lending Library – Books for the Wider Curriculum
- Book Club – Ten minutes per day to read
- Reading Area – a central, quiet reading area where children can share their books and read together.

Families and reading at home

We believe that parental involvement and encouragement can play a crucial part in pupil's reading development. We promote a home-school reading partnership by:

- Communication with parents through coffee mornings, parents' evenings, stay and read sessions, workshops, the website, reports, reading diaries and the newsletter
- Pupils and their families are encouraged to read at home through a reading for pleasure culture with a variety of methods such as read-a-thons, rewards and certificates, reading raffles, choosing own books, book swaps, library visits etc.
- Children in Years Reception, 1 and 2 take home a Decodable Book Bag Book. This is a book that is phonetically decodable and is matched to their phonics group. They have an online ebook which matches their FFT book of the week and they also have the opportunity to take home a 'free reader' from our classroom libraries.
- Children may also borrow a library book for their own pleasure to be enjoyed with their families at home.
- We try to ensure children read a range of different genres.
- The role of parents and carers is essential to ensure good progress in reading. We strongly promote and encourage home reading.
- Parents are expected to use the reading diary as a way of logging and communicating with teachers about their child's reading.
- **Children are expected to read a minimum of 3 times per week at home – 10 minutes or 10 pages!**
- Sessions for parents are ran through the year e.g. workshops, stay and read sessions and coffee mornings to support parents.
- The website provides useful information to support parents.

Equal opportunities, the protected characteristics and the British Values

St. Joseph's actively encourages all pupils to read books that are suitable for their reading ability and age, and this is reflected in the reading materials which it uses. The school is

committed to guaranteeing that nobody is victimised or discriminated against on the basis of the following:

Ethnicity

National origin

Culture

Religion/beliefs

Gender

Disability

Sexual orientation

Pupils with special educational needs and disabilities (SEND) will receive additional support in a variety of ways to enable them to develop a passion for reading e.g. intervention, adult support and quality first teaching. Academically more able pupils are provided with reading materials suited to their abilities, in order to challenge them and keep them interested in reading. Again, quality first teaching will be prioritised to ensure more able readers are challenged.

The English curriculum (See English Long Term Plan) shows that we are allowing children to be immersed in a variety of books which talk about the protected characteristics. These are included on our text spine.

Early Reading Daily Assessment Documentation

Phonics 'Catch-Up' Template

Focus GPCs:	Adult:	Date/Time:

Class/Group/ Child's name	Target GPCs/Skills/Content to Revisit	Teaching Intervention	Achieved/Next Steps
List names as appropriate.	*Highlight the children's need that you have identified, for example, a particular grapheme or digraph that they haven't secured, segmenting, blending or practising letter formation...*	*What activities do you need to carry out with the children in order to teach this identified gap? Which lesson plans do you need to refer back to? What resources will you need?*	*Note GPCs children strong/weak with or sentence level skills as appropriate.*

Formative Assessment Recording Form

Formative Reading Assessment – Recording Form

Year / Term / Step: _____

Adult: _____

Class/Group/Child's name	Session 1 Prediction		Session 2 & 3 Decoding	Session 4 Comprehension	Session 5 Fluency
List names as appropriate.	*Note skills/objectives strong/weak with*		*Note GPCs or CEW children strong/weak with.*	*Note skills/objectives strong/weak with*	*Note GPCs children strong/weak with or sentence level skills as appropriate.*

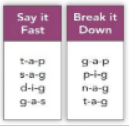
Next Steps:

'Keep Up- Catch Up' Guidance

FFT Success for All Phonics Keep-Up guidance

This guidance is designed to provide some initial ideas to support you with helping pupils to 'keep-up'. We suggest that this guidance can be used to support pupils who need short keep-up sessions that day or week to help them with any aspects they have struggled with or have not secured in the daily lesson. These activities are designed to allow for repetition of our programme's core lesson structure to avoid cognitive overload, ensuring they can be fast-paced and easy to deliver either one-to-one or in small groups.

For more sustained catch-up and intervention, please see our assessment, Keep-Up and Catch-Up guidance on the Portal, Knowledge Hub, and in other areas of our training guidance and support which are regularly being updated.

Revisit GPCs 1-2 minutes 	1. Select target 3-6 GPC Cards from either the Alphabet Wall Card set or the Picture Sound Card set and 1 or 2 familiar GPC Cards. To ensure the children can recognise the GPCs and not the image, we advise using the Letter Blending Deck. However, if appropriate, scaffold learning by using the GPC Cards to aid by returning to the image and mnemonic. 2. Use the same teaching methodology you would use for the 'Review GPCs' element of the daily teaching lesson and review the GPCs in different orders by mixing the cards up.
Phonological Awareness/ 1-3 minutes 	Option 1: Use First Steps to Phonics Term 1 materials. Use the materials flexibly to target aspects of Phase 1 that will benefit the child/ren. Option 2: use the Picture Sound Cards to revisit appropriate GPCs from 'Hear the Phoneme' activity. Select 2-4 for a quick burst session for 1-2 minutes using the lesson structure and guidance.
Oral Blending and Segmenting 1-3 minutes 	1. To support blending, revisit the 'Say-it-Fast' (oral activity): Adults say the first word on the list, separating each phoneme, e.g. 'cat' becomes /c/ … /a/ … /t/. Using 'My-Turn-Your-Turn' cue, the child/ren say the word (e.g. 'cat'). 2. To support segmenting, revisit the 'Break-it-Down' (oral activity): (For example, the adult says 'dog', then the children say /d/ … /o/ … /g/ as they count three phonemes on their fingers). You can increase/decrease the challenge by selecting shorter or longer words from the daily lesson plans.

FFT Success for All Phonics Keep-Up guidance

Phoneme enunciation 1-3 minutes 	1. Using the guidance in the lesson plan, model and explain what your mouth is doing as you make the new phoneme. 2.Use 'My Turn-Your Turn' to check that the child/ren is/are making the new phoneme correctly. If needed, use mirrors to support.
Blending and Segmenting (Shorter Words) 1- 4 minutes 	1. Use the Letter Blending Deck Cards to revisit any target words identified from the 'Stretch and Read' section of the lesson. Identify 3-6 target words. 2. Use the same methodology for teaching 'Stretch and Read'.
Fast Blending Words (Quick Erase) 1-2 minutes 	1. Identify the most appropriate section from the recent teaching weeks where children struggled with fast blending. 2. Use the 'Quick Erase' methodology to support children in noticing GPC substitution and develop skills of fast blending words.
Reading Green Words (Shorter Words) 2-4 minutes 	1. Select 3-7 Green Word Cards that have been identified for review from assessments. 2. Use the same methodology from the Green Word element of the Shared Reader lesson to model 'Stretching and Reading' the Green Words. It is important to show children how to begin to fast blend words. The sound buttons or dots and dashes side may be beneficial for children but we would want to encourage children to be able to read words without these.
Reading Green Words (Longer Words) 1-2 minutes 	1. Select 3-7 Green Word Cards that have been identified for review from assessments. 2. Use 'Finger Detective' as a way of chunking up longer words when decoding. For example, 'toadflax' you would cover 'flax' with your fingers and decode 'toad', you would then cover 'toad' and decode 'flax' and then uncover the whole word and put both chunks together.