



Our Lady of Hartley Catholic Primary School

Reading Policy

Date policy reviewed: September 2026

OUR LADY OF HARTLEY CATHOLIC PRIMARY SCHOOL

READING POLICY SEPTEMBER 2024

Philippians 4:9 'Whatever you have learnt, or received, or heard from me, or seen from me – put into practice.'

Informed by the teachings of the Gospel, Our Lady of Hartley offers a rich, varied and inspiring curriculum that allows all children to reach their full potential. Community links are built into the curriculum to provide opportunities for broader educational skills that enhance children's understanding of real life experiences. Our engaging and purposeful curriculum means all learners are nurtured in God's love.

Our Lady of Hartley. Statement of Curriculum Intent September 2019.

Introduction

"The more that you read, the more things you will know. The more that you learn, the more places you'll go." — Dr. Seuss

Intent

Using the EYFS curriculum and the National Curriculum as our basis, we have built a curriculum which is right for Our Lady of Hartley. We have chosen to base our curriculum around three key drivers which we feel are the most important for our school.

These are:

- **Our place in the global world** – learning all about our local area as well as life, religion and diversity outside of Hartley both now and in the past.
- **Developing skills and experiences for life** – enhancing cultural experiences for all, as well as learning about how our pupils might use their skills in the future in the world of work.
- **Developing the whole child** – in God's love, as rights respecting citizens and caring individuals

English at Our Lady of Hartley is a rich, inspiring curriculum in its own right, but also provides skills which open the door to the depth and breadth of our curriculum as a whole.

Aims

At Our Lady of Hartley we want our children to;

- Read confidently and fluently and seek to acquire knowledge independently.
- Develop a lifelong enjoyment of reading, taking genuine pleasure from what they read.
- Develop the reading skills they need to access all areas of the curriculum.
- Understand the meaning of what they read and what is read to them.
- Read critically to ascertain what the truth is in a statement so that they may gain a balanced understanding of local, national and international issues.
- Make responses to what they read justifying those responses
- Become immersed in other worlds...both real and imagined!

At Our Lady of Hartley, we consider ourselves a community of readers. Therefore, we expect all adults to model and communicate their love of reading in the following ways:

- By planning regular story time sessions and times when everyone in class is reading simultaneously
- By planning engaging shared and guided reading opportunities.
- By planning class participation in school and national literacy events which promote reading eg. visits from authors and storytellers, Shakespeare Week, World Book Day and the summer reading challenge.

Implementation

How is Reading taught at Our Lady of Hartley?

Approach

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Reading is not simply the decoding of the words on the page but involves the ability to read, and understand, a wide range of different texts, including fiction, non-fiction, poetry, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning. It has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

Children should develop the following skills:

- To read aloud fluently and with expression.

- To read for meaning.
- To read a wide range of fiction, poetry and non-fiction material.
- To use a range of strategies for reading including:
 - Phonics (identifying letters and their sounds, and blending them together).
 - Visual (whole word recognition and analogy with known words).
 - Contextual (use of picture and background knowledge).
 - Grammatical (which words make sense).
- To recognise vocabulary, grammar and literary devices in texts which can be used effectively in writing.
- To read a text critically and know how to improve it.

The Reading Curriculum

Reading is taught daily throughout the school. We do recognise that reading is a highly interconnected subject, so teachers, therefore, consider links between areas of reading in their planning across the curriculum.

Our Reading curriculum follows the National Curriculum 2014. Content is designed to be progressive and challenging for all. Teachers will plan to support children where necessary and challenge children who grasp the curriculum quickly.

Phonics Teaching

At Our Lady of Hartley we use a systematic phonics programme called 'Little Wandle: Letters and Sounds Revised'. In EYFS, Year 1 and 2 we have a daily phonics lesson.

Little Wandle: Letters and Sounds Revised progression of sounds has been attached separately.

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EYFS

- Children in EYFS practise phonics daily in line with Little Wandle. Children take part in daily phonics lessons and guided reading in small groups. Children will be taught to read words consistent with their phonic knowledge by sound-blending. They will also be taught to read aloud simple sentences that are consistent with their phonic knowledge, including some common exception words (see separate Little Wandle phonics policy).

Guided Reading Lessons

Small Group Guided Reading begins in EYFS. It is then used throughout Key Stage One. It is also used in Key Stage Two for pupils who still need this approach to supplement work on the whole class text.

For small group guided reading the class is divided into groups of children of similar reading ability. Texts should be carefully selected at instructional level for the group and plans for each session should reflect a specific teaching focus appropriate to the group. Objectives for guided reading should be shown on weekly plans and linked to the key questions and resources used.

Structure of a Small Group Guided Reading Session

Book Introduction - This provides the context for the reading. Adult with group Prepare the children, providing support through reading the title, talking about the type of book and looking at any pictures. Aim to give them confidence without reading the book to them. If necessary, locate difficult new words and unfamiliar concepts or names.

Reading around – The teacher, then each child in turn reads a small extract aloud while the others follow.

Strategy Check - Adult with group review specific reading strategies that the children have been taught and remind them to use these when reading.

Independent Reading - Children will read independently while the teacher gives focused attention to support, monitor and assess individuals as they read. This will inform assessment and notes can be made on the plans or TIPPS sheets. Praise correct use of reading strategies. Prepare activities for 'fast finishers' e.g. choose their favourite part of the story and think about why, find a similar book to compare, think about the answer to a question you have posed and prepare to report back

Returning to the Text - Briefly talk about what has been read to check children's understanding and address any misunderstandings of vocabulary or concepts if necessary.

The teacher asks questions, promotes discussion and interacts with the children to extend their thinking and develop their responses to the text.

Follow Up - This may be developed as a separate activity during next Guided Reading session. An element of the text can be used to teach a specific point related to the current Literacy or SPAG focus. Children may be given the next section/chapter of the book to read with questions to think of as they read.

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Whole Class Guided Reading

This is a whole class activity which is used in Key Stage Two. During whole class guided reading the children can access a text which may be challenging to them individually as they are supported. The teacher should model the reading skills, strategies and recognition of words appropriate to NC expectations for their year group.

Teachers should also 'think aloud', modelling their thought process and how they have reached conclusions. Discussion should help the children to reach a deeper understanding of the text. Whole class guided reading should have a specific focus and all abilities should be included in discussions by differentiated questions.

Reading Strategies and Teaching Prompts

Self-correcting - Children can use several strategies to check and confirm when reading independently. You made a mistake – can you find it? How did you know...?

Monitoring - Children expect their own reading to make sense. Use the picture to help you.

Remember what's happened already. Look at the beginning/end of the word and see if you can work it out.

Blending sounds together for reading - Children can identify phonemes and blend them together to read phonetically regular words. Can you sound it out? Can you blend those sounds together? Can you segment that word?

Predicting - Children know that written text has to make sense. Does that sound right?

Can we say it that way? What do you think it might say to make sense?

Fluency and expression - Children take note of punctuation, and use appropriate expression and intonation. Look at the punctuation. Read that bit again and make it sound like talking. Locating known words Children know and recognise high frequency and familiar words. Can you see a word you know? Can you find that word again?

Cross-checking - Children can cross-check one reading strategy against another to avoid or correct errors.

Questioning at Different Levels - Assessment Foci

Assessment Foci in reading are organised as follows:

Children are taught these reading skills through the 'VIPERS' approach.

'VIPERS' reading strategies refer to: (vocabulary, infer, predict, explain, retrieve, summarise/sequence), these are fun characters to get children enthused about the content domains of reading and clear about the differences between each one.

- **AF1 WORD READING** use a range of strategies including accurate decoding of text to read for meaning

- **AF2 Identify and retrieve key information from texts:** understand, describe, explain select & use quotation & reference to text

- **AF3 Deduce, Infer & Predict**

- **AF4 Understanding structure and organisation of texts**

- **AF5 Writers' choice and use of language**

- **AF6 Purpose, Viewpoint and personal responses**

- **AF7 Social, cultural & historical traditions**

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Questions to develop children's understanding should promote thinking at three levels:

Literal questions ask children to recall information that is directly stated in the text.

Deductive or inferential questions ask children to work out answers by reading between the lines, by combining information found in different parts of the text and by going beyond the information given.

Evaluative or response questions ask children to go beyond the text by, for example, thinking whether the text achieves its purpose, or making connections with other texts.

PiXL assessment sheets are used to guide questioning and keep a record of the pupils' achievements.

Independent Reading

Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors. From Year 1 onwards there will be opportunities for periods of silent reading or paired reading several times a week.

The Reading Environment

Classrooms and all school areas should provide a print rich environment to promote the importance of reading. Reading displays should form a part of that environment. EYFS, KS1 and KS2 classes should have welcoming book corners and KS2 classes have an area of the library each which contains reading books at their level of reading and topic-themed collections of non-fiction books.

Reading in the curriculum

Our curriculum is rich in opportunities which help develop reading skills and our book store is being constantly reviewed to encompass our curriculum. Teachers should take every opportunity to develop reading skills in the wider curriculum and curriculum medium term plans reflect this. Furthermore the curriculum itself gives the children contextual knowledge which then allows them to access books with challenging vocabulary.

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Challenge

Teachers use questioning to promote understanding and deepen learning. Children can be challenged through:

- using deep, challenging tasks
- designing and solving own problems
- explaining their reasoning more often
- more varied fluency in a range of contexts
- changing the unknowns in a problem
- being encouraged to provide more mathematically accurate explanations by refining their use of mathematical language

Meeting the needs of all children

The children are tested regularly to ensure that they are working at an appropriate level and teachers are skilled at meeting the needs of more able children through discussion and questioning and by devising activities to stretch and extend them.

Teachers and TAs may work with a focus group, individual or pair with similar needs to enable all children to access tasks and make progress. This is based on prior assessment and ongoing assessment. They are fluid and are not fixed groups throughout the year.

Therefore, intervention is reactive to children's needs and is organised by the class teacher when required.

Differentiation will take many forms:

- well-crafted tasks designed to meet individual learning needs.
- time spent on a particular area of difficulty
- over learning or pre-teaching
- open ended enquiries
- Mixed ability groupings (changed regularly) provide an opportunity for peer to peer support and scaffolding of learning.
- Skilled questioning from teachers during lessons, along with timely intervention, built on clear and accurate understanding within the development of reading skills

Inclusion

We are committed to providing effective learning opportunities for all pupils and apply the three principles for inclusion into planning and teaching. Suitable learning challenges will be set for all pupils with the aim of maximising achievement for all pupils at an appropriate level for each individual. Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of differing genders, special educational needs and disability, as well as different culture, social and ethnic backgrounds. We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils. Our reading collections should include books which reflect our diverse, multi-cultural society.

Special Educational Needs

There is a commitment to high achievement in reading by children regardless of gender, race, class or disability. Reasonable adjustments are made by the class teacher to ensure individual learning needs are planned for to allow all children to succeed.

Teachers use children's learning plans to design tasks, adapt teaching approaches and produce resources to support children with special educational needs. Teachers must both provide support for children with SEN who struggle to access the curriculum and challenge for children who have strengths in reading. Planning for SEN should address their barriers to learning in order to allow them to fully participate in school life.

Assessment

Feedback

Teachers may mark or feedback within lessons, offering immediate feedback as well as challenge and support. Children may also self or peer assess during a lesson with reference to their learning objectives and success criteria.

We use a purple and green system. Purple indicates 'what you've done well', and green indicates 'what you could improve'. When responding to feedback, self or peer assessing children may also use the purple and green system.

Teachers can set next steps for children to indicate targets for making progress in their learning. They may pose questions to extend children in their thinking if they have a secure understanding of the objective or provide support to address misconceptions and correct errors.

Assessment

- In the EYFS and KS1 children complete half-termly Little Wandle assessments. This continues into Key Stage 2 with Rapid Catch-up sessions and SEND Little Wandle programme where required.

- From Year 3 onwards, Accelerated Reader is used three times yearly to

monitor progress and ensure that children are reading appropriate texts matched to their level.

- NFER Reading comprehension tests are used to assess pupils' response to text in line with the expectations for the end of Key Stage Two.

Parents as Partners

Co-operation and support from parents is paramount if a child is to become a successful and competent reader and we strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to practise reading at home as well as reading favourite bedtime stories.

Home Reading Books

Children working in phases 1 to 5 of phonics will take home books which are linked to Little Wandle.

Pupils then take their Little Wandle reading book home together with their reading record book and reading for pleasure books and read it to their parents/carers who will sign it as proof that it has been read. There should be a space for comments from parents and teacher when appropriate. Regular comments from teachers should guide the focus of parents at home. To make the workload manageable they can be printed onto stickers for groups of pupils working on the same objectives.

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Impact

We monitor the impact of our Reading approach through:

- End of EYFS, KS1 and KS2 statutory assessments and the Year 1 phonics check.
- Termly assessment tracking information being shared with SLT (including key areas of concern).
- Learning walks and observations.
- Pupil enjoyment and confidence in reading.
- Head Teacher and SLT monitoring.