



ST. BERNADETTE'S

CATHOLIC PRIMARY VOLUNTARY ACADEMY

ST. THÉRÈSE OF LISIEUX CATHOLIC MULTI-ACADEMY TRUST

Reading Policy

Striving for excellence in all that we do, reflecting the Light of Christ to the world



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Reading Policy

This policy operates in accordance with the teachings of the Catholic Church¹ and our Academy Mission Statement².

This policy was written, approved, and published in the Advent Term 2020.

¹ The teachings of the Catholic Church are detailed in the Catechism of the Catholic Church published by the Catholic Truth Society, London, an Official Publisher to The Holy See.

² The Academy Mission Statement is located on page 5 of this policy and on our website.

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St. Bernadette's Catholic Primary Voluntary Academy

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ST. BERNADETTE'S

CATHOLIC PRIMARY VOLUNTARY ACADEMY

MISSION STATEMENT

Jesus said: "I AM the Light of the World."

By the Light of Jesus Christ, God reveals to each of us who He is.
God is Love, and His Love is revealed in Truth, Goodness, and Beauty.
God's Love is revealed in His Creation, in our beautiful world, in His Holy Catholic Church, in our families, in our friends, and in every human person, and we welcome all in the Holy Name of Jesus.
At St. Bernadette's, we believe that every child is a precious gift from God to each of our families, created in His own image and likeness so as to radiate His Love, Truth, Goodness, and Beauty.
We believe that every child has been blessed by God's Grace to know Him and love Him, and to know of God's infinitely deep and abiding Love for each of His children.
Upon entering our academy, children are welcomed into a loving, caring, safe, and nurturing environment, beginning a journey with us through which they will grow and mature, blossom and flourish.
We help our families to form their children by providing a well-rounded education, full of challenge and rigour; fun and creativity; excitement and wonder.

'Striving for excellence in all that we do, reflecting the Light of Christ to the world'

Our academy motto expresses our firm and enduring commitment to endeavour for excellence.
We believe that every child has been created by God to strive for excellence in all aspects of life, and when united in friendship with Jesus, they are empowered to reflect the Light of Christ to the world.

**Jesus said: "I AM the Way, the Truth, and the Life."
"I have come so that they may have life, and have it to the full."**

JESUS IS 'THE WAY' so let us walk in His footsteps of Love and Friendship, and follow His example of Goodness.

JESUS IS 'THE TRUTH' so let us listen to what He says, believe His teachings, and profess His Gospel.

JESUS IS 'THE LIFE' so let us live by His commandments to love God, and love our neighbour.

When we do these things, Jesus will help us to lead the life He wants us to have, 'and have it to the full'.
Just as Jesus said that He is 'the Cornerstone' on which we should build our whole lives, in the same way, our Cornerstone Values, centred on Christ, provide the firm foundation for all that we do in our academy.

OUR CORNERSTONE VALUES

LOVE	To love God with all our heart, soul, and mind; and to love our neighbour as Jesus loves us.
VIRTUE AND GOODNESS	To grow in virtue, becoming more like Jesus in what we think, say, and do. To be well-behaved and well-mannered; courteous and polite; considerate and helpful; kind and forgiving.
PRAYER AND SERVICE	To be friends with Jesus through prayer and devotion, liturgy, and worship of God. To live the Gospel in service of others – our family, academy, parish, the wider community, and in charitable outreach to those less fortunate than ourselves; the poor, the disadvantaged, and the suffering.
RADIANCE	To enkindle our God-given gifts and talents, so that we may shine like bright stars for all to see.
JOY	To aspire to be happy, cheerful, and healthy; confident yet humble; compassionate and heroic.
WONDER	To be inspired by a spirit of enquiry and wonder, taking delight in creativity and discovery.
EXCELLENCE	To strive for excellence, and have high aspirations to work hard and achieve our very best.

We believe that every child is unique and special, created by God for a special reason, with a unique mission – a vocation which God is calling them towards – and we believe that God has blessed each child with the character, gifts, and talents to help them succeed and be happy in their mission.

At St. Bernadette's, it is our honour and our passion to help, support, and encourage each child to fulfil their God-given potential, and ready them to contribute positively to society in service of others.

Walking in footsteps of love with Jesus, following the example of Our Lady of Lourdes and Saint Bernadette, may each child come to know of their special place in God's Heart, and when 'Heart speaks unto heart', may each child have the trust and confidence to pray the words of this prayer by Saint John Henry Newman:

**'God has created me to do Him some definite service.
He has committed some work to me which He has not committed to another.
I have my mission.'**



Patron Saint

Saint Jerome

We ask and pray for the guiding and sustaining influence and powerful intercession of this holy saint in the implementation of this policy for our academy.



Saint Jerome (A.D. 342 – A.D. 420) is regarded as one of the greatest Biblical scholars of Christendom. He was a Catholic priest, confessor, theologian, and historian, dedicating his life to reading, studying, expounding, and defending the sacred texts of the Holy Bible. The Catholic Church acclaims and reveres St. Jerome as its foremost teacher of the Sacred Scriptures, acknowledging him as a Doctor of the Church, indeed its “Greatest Doctor”, and the Father of Biblical Science. He is also the patron saint of librarians and libraries, schoolchildren and students, archaeologists and archivists, translators and scholars.

Jerome was born of Catholic parents in Stridon, a small town in Dalmatia – a Roman province bordering the Adriatic Sea. On travelling to Rome, he learnt Latin and Greek, and studied classical history, literature, philosophy and rhetoric. Hearing the call of God to renounce his love of worldly things, he journeyed via Trier and Aquileia to Antioch and resolved to devote himself entirely to Christ and a life of asceticism, prayer, reading and scholarly study of the Holy Scriptures. He lived for several years as a hermit in the Syrian desert, learnt Hebrew, and thereafter was ordained a priest, continuing his study of Scripture with St. Gregory the Theologian in Constantinople. On his return to Rome, Jerome became secretary, counsellor, and librarian for Pope Damasus who commissioned him to translate the sacred texts of the Holy Bible from the original Greek and Hebrew into Latin – the official language of the Catholic Church.

Jerome led a pilgrimage of holy men and women to the Holy Land. Settling in Bethlehem, where he spent the next 34 years, he established a monastery and a convent for his companions, built a school for children and a hospice for pilgrims. He lived in a cave close to where Jesus was born, working assiduously on his translation of the Bible into Latin – the Vulgate, which is still in use today. Inspired by his deep love of God, Jerome spent the rest of his life writing extensively on the Holy Bible which – authored by the Holy Spirit – he knew reading its sacred, inerrant texts to be the most excellent way of coming to know and love Jesus.

For if, according to the Apostle Paul, Christ is the Power of God and the Wisdom of God, and the one who does not know the Scriptures does not know the Power of God and His Wisdom, then ignorance of the Scriptures is ignorance of Christ.

The First Book of the Commentary of Isaiah by St. Jerome, Priest

1 Overview

At St. Bernadette's, we believe that parents are the principal educators of their children, and it is in the home that the first steps in learning the sounds and shapes of language, vocabulary, and grammar are taken. Once children enter our academy, we seek to build swiftly on these first years of learning through the skills and talents of our dedicated teaching practitioners. Striving for excellence in our provision of teaching and support, we seek to develop and nurture within each and every child – whatever their abilities, aptitude, background, or needs – the necessary repertoire of skills to become proficient and assured in the art of reading. Furthermore, we pass on to them our own love of reading, encouraging them to see, hear, and experience for themselves the joy of reading the written word.

To learn to read is to light a fire; every syllable that is spelled out is a spark.

Victor Hugo, author of *Notre Dame de Paris* and *Les Misérables*

Teaching children to read is, indeed, to light a fire within them – for knowledge and understanding; discovery and wonder; fun and laughter; courage and heroism; joy in the triumph over adversity, of light over darkness; and love of truth, goodness, and beauty. Our passion for reading fires our own enthusiasm as educators to foster a culture of reading in the very fabric of academy life:

- ❖ We invest in our staff, providing our dedicated teachers and teaching assistants with the training and support they need to further enhance their knowledge and skills, equipping them to teach children to become assured and accomplished readers who can take delight in reading.
- ❖ We invest significantly in excellent resources, both renewing and further enhancing the vast array of quality literature in every classroom of our academy and in our wonderful library which are crammed full of books ready to educate and enlighten our children; to encourage and edify them; to enkindle within them a spark of an idea, a thought, or a wish, and so ignite their imagination:
 - ❖ from a beautiful tale of transformation in *The Very Hungry Caterpillar* by Eric Carle, and those enchanting words of Julia Donaldson, as a mouse takes a stroll through the deep dark wood in *The Gruffalo...* to *Three Billy Goats Gruff* and those well-loved tales of once upon a time; and fairytales by Hans Christian Andersen and the Brothers Grimm, such as *The Princess and the Pea*, *The Ugly Duckling*, and *Rumpelstiltskin*; and ancient stories of mirth and moral truths in Aesop's Fables, such as *The Raven and the Jug*, and *The North Wind and the Sun*;
 - ❖ from our focus on phonics with Biff, Chip, and Kipper, and inFact non-fiction which inspires interest in the world around us as part of our Academy Reading Scheme, Oxford Reading Tree... to Michael Morpurgo's *Friend or Foe* and *Kensuke's Kingdom*, and his selection of *Greatest Stories*, including *Around the World in 80 Days* by Jules Verne, *Great Expectations* by Charles Dickens, and *Moby Dick* by Herman Melville; each containing language and vocabulary appropriate to the age and level of the children, with rich and challenging texts which aim to develop the deeper comprehension skills needed to meet the expectations of the National Curriculum;
 - ❖ from *Gizzardgulers of Giant Country* and the glorumptious gobblefunk lexicon of Roald Dahl in stories like *The BFG...* to *Hogwarts and its Marauder's Map* and *Sorting Hat for Gryffindor*, *Hufflepuff*, *Ravenclaw*, and *Slytherin* in J. K. Rowling's adventures of *Harry Potter*;
 - ❖ and two tales woven of a rich Christian tapestry – from *The Lion, the Witch and the Wardrobe* by C. S. Lewis, in which Peter, Susan, Edmund, and Lucy venture through the doors of a large wardrobe and into Narnia, a land of ice and snow where they must find the courage to battle an evil Witch with the help of their friend, the heroic Lion, Aslan... to the Shire, and Bag-End, the homely dwelling of Bilbo Baggins in *The Hobbit* by J. R. R. Tolkien, which sees Bilbo set out on an unexpected journey with Gandalf the wizard and 13 dwarves, to the Lonely Mountain and the treasure-hoard guarded by the great fire-breathing dragon, Smaug.

- ❖ We target our resources wisely, ensuring a wide range of excellent level-appropriate reading materials are used to teach, encourage, and challenge children to develop and hone their reading skills, comprehension, and understanding.
- ❖ We teach the reading curriculum with consistent clarity and focus, delivering lessons and associated support with enthusiasm and joy at its heart, inspiring a lifelong love of reading.
- ❖ We promote reading throughout the whole curriculum. Interwoven throughout our lessons are carefully chosen texts which introduce our children to a wide variety of genres and gifted authors. This opens to them the wonder of discovery through reading, and deepens their knowledge and understanding of the exciting curriculum topics that we teach. By giving them access to such diverse literature across all areas of our curriculum we hope to sow seeds which, during their time in our academy, will cultivate and foster more deeply a lifelong love of reading.
- ❖ We provide time, opportunity, and space for children to read both independently and aloud; in the classroom, in our library; in assemblies; in extra-curricular activities and events; and also in the celebration of Holy Mass. And we give children the opportunity to discuss and talk about books they have read, and recommend books they enjoyed to their friends and peers.
- ❖ We engage parents, harnessing their love and enthusiasm as the first educators of their children, to ensure that the culture of reading cultivated in the academy extends to and from the home.
- ❖ We develop the reading environment across the entire academy – in our library, in reading areas and feature displays, and in classroom displays and book corners – understanding the role that the physical environment can play in teaching the art of reading, encouraging children to be keen readers, enkindling their imagination, and inspiring within them a love of reading.
- ❖ We celebrate reading by involving the whole academy community in special events which raise its profile and promote the joy of reading and its importance for their education, and beyond.

Being able to read opens to children a window of learning about the world in which they live, helping them to discover natural wonders of the Earth; or marvel at the majesty of our solar system, or sparking curiosity about ancient civilizations among the pyramids of Egypt, the Greek Parthenon, or the vast reach and influence of the mighty Roman Empire. And being able to read also opens to children a window on tales of enchantment which fire their imagination, in places near and far, where giants and gruffalos and great dragons live and breathe – and the joy of reading is awakened.

Furthermore, we recognise that being able to read is the key which can help each child unlock their ability to learn, develop, and excel in all areas of their education. Hence, our relentless focus on reading across our curriculum, our cultivation of a culture of reading in the life of the academy, and our aspiration for every child we teach to become assured and accomplished readers.

As a Catholic academy, rooted in love of Jesus Christ, we believe that in striving for excellence in all that we do, we reflect the Light of Christ to the world. That is why helping each child learn to read is so important to us, because we know that through this we are nurturing within each child their God-given capacity to blossom and flourish, and indeed, fulfil their God-given potential.

By teaching our children to read, we help them grow in appreciation of our world, and be enchanted by stories which spark in their imagination, but most importantly, we help them grow in knowledge and love of God Himself, as they read the awe-inspiring stories in the 73 books of the Holy Bible which reveal God's Love for us. For there are no greater words spoken than those spoken by Jesus Christ; and no greater words written than those authored by God the Holy Spirit, through the prophets, evangelists, and apostles; indeed, there are no greater words that can be read in any book than those of the Holy Bible. To read its pages is to light a fire within us of faith, hope, and love of Jesus, rejoicing in His triumph over evil and death on the cross, by the eucatastrophe of His glorious resurrection.

2 Main Educational Aims and Intent

At St. Bernadette's, our main educational aims centre on our deeply held aspiration and firm intent that every child be given the teaching and support which enables them, through their hard work and perseverance, to become assured and accomplished readers, who can take delight in reading, and are also able to utilise the repertoire of skills they have garnered to further enhance their education and learning across all of our curriculum, and then beyond their time at our academy. Striving for excellence in the implementation of our teaching and support for reading, a summary of our main educational aims is as follows:

- ❖ To ensure every child learns to read, regardless of their abilities, aptitude, background, or needs;
 - ❖ by providing outstanding teaching and support throughout all phases of the academy, further supplemented by investing in our staff, offering them the training and support they need to further enhance their knowledge and skills to teach children the art of reading;
 - ❖ by identifying those with specific reading, speech, language, or hearing difficulties, so that they can be supported through appropriate programmes which are tailored to their needs, and further to this, as and where necessary, external help is also sought for children.
- ❖ To foster and promote a culture of reading in our academy, and thereby encourage and nurture a lifelong love of reading;
 - ❖ by facilitating access to our beautifully refurbished academy library, which includes a wide range of newly purchased books and resources; and through further investment in excellent reading resources for all ages, supplementing the wealth of books available in the library, by providing children fantastic children's literature in their own classroom.
 - ❖ by development of our classroom environments to aid in learning of language, vocabulary, and grammar, and to cultivate a love of reading with inspiring areas in every classroom dedicated to books and literature;
 - ❖ by embedding reading into the fabric of daily life at the academy, providing opportunities for children to read both independently and aloud; in the classroom, in our library; in assemblies; in extra-curricular activities and events; and also in the celebration of Holy Mass; and giving children the opportunity to discuss and talk about books they have read, and recommend books they enjoyed to their friends and peers.
- ❖ To provide excellent teaching and support of reading, enabling children to grow in confidence in their reading, and enhancing their ability to blossom and flourish in other subjects;
 - ❖ by promoting and facilitating the reading of quality literature which is wholly interwoven into our curriculum through the use of carefully chosen texts which introduce our children to a wide variety of genres and gifted authors, thereby enabling children to deepen their understanding of the exciting curriculum topics that we teach.
 - ❖ by encouraging children to delve into a diverse range of literature across all curriculum areas.
 - ❖ by equipping children with the necessary skills in reading in order to allow them to achieve of their very best in all other subjects across the curriculum.
- ❖ To inform parents, as the first educators, of the importance of hearing their children read on a regular basis, supporting our aspiration for all children to develop a lifelong love of reading.
- ❖ To ensure each child leaves our academy having built a foundation of proficiency in reading which has not only benefitted them in their studies at the academy, but will ready them for the next stage of their education, and provide them with the necessary skills as articulate and literate persons who can thrive in any field of work.

3 Approaches to Teaching and Learning

At St. Bernadette's, in striving for excellence in the implementation of our Reading Curriculum and its further enrichment throughout the academy, our approach to developing proficiency in reading is implemented through the harmonized strategies outlined below. These deliver on our firm intent to help all children learn the art of reading, develop their skills of comprehension and understanding, encourage within children a love of reading by immersing them in a culture of reading throughout the academy, and – it is our hope – that by further enriching our curriculum through a wholesome culture of reading, children will be inspired to become lifelong readers.

❖ Supporting Staff

Equipping staff with the skills and knowledge they need to teach children to be assured and accomplished readers, who take a delight in reading.

❖ Targeting Resources

Using a wide range of different reading materials to teach children the art of reading.

❖ Teaching the Reading Curriculum

Making use of every opportunity the curriculum offers to encourage and inspire children to become lifelong readers.

❖ Promoting Reading throughout the Curriculum

Making use of every opportunity the curriculum offers to encourage and inspire children to become lifelong readers. Interwoven throughout our curriculum are carefully chosen texts which introduce our children to a wide variety of genres and gifted authors. This opens to them the wonder of discovery through reading, and deepens their knowledge and understanding of the exciting curriculum topics that we teach, and by giving them access to diverse literature across all curriculum areas we hope to foster a lifelong love of reading

❖ Engaging Parents

Harnessing the enthusiasm of parents, the primary educators of every child, to ensure that the culture of reading developed at the academy extends from and back to the home.

❖ Developing the Reading Environment

Understanding the role the physical environment, including the library, reading areas, and displays, can play in teaching the art of reading, encouraging children be readers, and in kindling their imagination.

❖ Celebrating Reading

Involving the academy community in special events to raise the profile of reading and engage children in joyful celebrations of this fundamental skill for life in our academy and beyond.

Supporting Staff

At St. Bernadette's, we prioritise the importance of developing word-reading, comprehension, and a love of reading through high quality teaching and support, thereby ensuring effective implementation of our Reading Curriculum and its further enrichment throughout the academy.

- ❖ Our staff have a strong grasp of the National Curriculum and a clear understanding of the level of attainment children of different ages should be able to achieve.
- ❖ Within each phase of the academy, staff have an excellent knowledge of books to help them meet the different demands of the curriculum and to support children to choose books.
- ❖ In teaching every child to become a confident, proficient and enthusiastic reader, who have a joy for reading, we combine a passion for teaching children to read with knowledge about how to engage children by encouraging reading and promoting books at every opportunity.
- ❖ Through robust tracking and assessment, staff are able to identify gaps and plan carefully how to close them.
- ❖ We have a clear vision of the skills and knowledge teachers need and an accurate assessment of their existing strengths and their areas for development.
- ❖ Effective professional development, including whole-staff professional development; coaching and mentoring from experienced staff, online resources, and observations all play a part in supporting our staff.

Targeting Resources

At St. Bernadette's, we believe that there is something wonderful for both children (and adults!) about holding in our hands a beautifully produced book, and being able to turn its pages and begin to discover the wonders of our world, or enter a world beyond our own, with stories which fire the imagination and characters which come alive on the page through the craft of the author's words. Hence, we recognise the importance of investing significantly in excellent resources; and prudent management means that we can facilitate a cycle of investment enabling us to renew existing titles and further enhance our vast book range: every classroom has its own collection of books and quality literature to inspire its children, and our wonderful library is crammed full of great books. We manage our resources strategically, so that books and other resources which are used to teach reading and help nurture a love of reading are carefully matched to our curriculum and to the needs of our children.

- ❖ For whole-class lessons, texts have been carefully selected to ensure that they are both motivating and challenging.
- ❖ We view the literary heritage of this country as a great treasure to be delved into, and feel it as important that this, combined with 'great literature' of today's authors, is made available to our children thereby giving them access to a world beyond their immediate experience.
- ❖ In our English subject champion meetings we listen to children's views about reading and involve them in selecting books and resources. This has proved to be hugely motivating and has helped to strengthen the reading culture of the academy.
- ❖ We understand the importance of children enjoying the reading process and how this can be impeded if they are faced with texts which are inaccessible. Therefore, staff ensure that the texts that the children are reading are sufficiently accessible, so that at least 90% of the words are decodable. In addition, it is important to check that the children are understanding the text.
 - ❖ Accuracy Rate 95–100%
The reader is reading a text with high level of success. These texts can be read independently of adult support.
 - ❖ Accuracy Rate 90–94%
The reader is reading a text which will require adult support in order to decode at a rate which does not impede comprehension. This level of text can be used for guided reading or reading with an adult.
 - ❖ Accuracy Rate 50-89%
The reader is reading a text which they are struggling to comprehend and the rate of reading is slow. A child found to be reading a text of this level is encouraged to change their book. An adult may decide to read the book to the child first, share-read the book or 'introduce' the story and characters first.
- ❖ From Year 2 upwards, we ensure that children's reading books are accurately matched by using the 'Salford Reading Test'. This accurately pinpoints the child's reading ability which, in turn, can be aligned with the correct book band and phonics phase to ensure that the text is appropriately accessible for them and can allow them to progress as readers. This is undertaken once per term.
- ❖ Book band accuracy is assessed and monitored regularly, and children are moved to the next book band when they are ready – this means that they do not need to read all the books within that particular book band if they are ready for the next stage.
- ❖ Reading Records are monitored regularly to ensure that the children are progressing as expected through the scheme.

In Reception and Year 1 the children follow the 'Little Wandle, Big Cat (Collins) reading scheme. The reading scheme is organised to follow exactly the teaching of Little Wandle phonics lessons and children are assessed half termly to ensure they are on reading books that correctly match their stage in reading.

During school, the children are timetabled for 3 x 20 minute reading sessions per week. These sessions are led by class teachers and a 'Reading Team' which is made up of trained teaching assistants. The children are assigned a book for the week (based on their phonic assessments). There is a different focus each day, the first day they focus on decoding, the second day they focus on prosody and the third day they focus on comprehension. Each session begins with a recap of digraphs, tricky words and vocabulary that the children will read within the text. The children then freely read the book out loud and the adult working with the group goes around the group listening to the children read. After the three reading sessions the book is taken home so that the children can show their reading skills to their parents. The children are also asked to complete a written piece of homework linked to their reading book. (Please see Little Wandle Early Reading Policy for further information)

As mentioned previously, from Year 2 upwards, the academy uses Oxford Reading Tree (ORT) as our main Reading Scheme. Rooted in reading for pleasure, and with systematic phonics at its heart, Oxford Reading Tree's well-loved characters, breadth, and varied writing styles give children everything they need to become confident readers and develop a lifelong love of reading.

- ❖ From Year 2 through to Year 6, children read through the different stages of the Oxford Reading Tree scheme, including:
 - ❖ Alien Adventures
 - ❖ Greatest Stories
 - ❖ Chucklers
 - ❖ Tree Tops Fiction
 - ❖ Tree Tops Myths and Legends
 - ❖ Tree Tops Time Chronicles
 - ❖ Tree Tops Classics
 - ❖ Tree Tops Graphic Novels
 - ❖ Reflect and inFact Non-fiction.
- ❖ This provides the children with a rich and wide reading experience.
- ❖ For those who complete the scheme or are sufficiently accomplished readers then the opportunity is provided to become a 'free reader'. As a 'free reader', children are able to choose a book of their choice (this is carefully monitored by the class teacher to ensure appropriate challenge), or from a selection of books that have been chosen for this specific purpose and located in our academy library.

Teaching the Reading Curriculum

At St. Bernadette's, we seek to inspire children with a positive attitude towards all aspects of English and towards the general development of their abilities and skills in speaking, listening, reading, and writing. We aim to set our children on the path to lifelong learning by becoming competent and confident users of the English language in the academy and in their everyday lives.

- ❖ Phonic skills are developed through the teaching of a systematic synthetic phonics (SSP) teaching programme 'Little Wandle'.
 - ❖ This begins in Early Years 1 and remains in place to the end of Year 2. Any children still needing phonics lessons after the end of Year 2 are put onto our Rapid Catch Up programme which ensures they receive regular phonics lessons.
 - ❖ As the children move through the scheme they develop the ability to hear, discriminate, recognise and write the Phoneme/Grapheme/Correspondants (GPC's)
 - ❖ The children cover a wide breadth of texts and individual words in their early reading stages. The academy follows the 'Little Wandle, Big Cat (Collins)' reading scheme. The reading scheme is organised to follow exactly the teaching of Little Wandle phonics lessons and children are assessed half termly to ensure that they are on reading books that correctly match their stage in reading.
- ❖ At the heart of our curriculum at St. Bernadette's, is Pie Corbett's 'Talk for Writing' approach.
 - ❖ This approach enables children to read and write independently for a variety of audiences and purposes within different subjects.
 - ❖ A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading.
 - ❖ Moving from dependence towards independence, teachers use shared and guided teaching to develop the ability of children to write creatively and powerfully. Within our English work we have established a core reading spine of quality fiction, non-fiction and poetry (including work written by talented authors and poets, as well as high quality self-written texts), that all children experience and draw upon.
 - ❖ We ensure that our children gain the discrete word-reading skills they need, and are taught to understand and comprehend texts and the various aspects of which texts are comprised.
- ❖ Imaginative units of work have been developed and mapped into our whole-academy plan, ensuring that all children are introduced to a wide range of genres as they progress through the academy.
- ❖ The academy provides planned daily opportunities for shared and independent reading (including reading aloud). Each class from Y1-Y6 begins the school day by reading their class novel, again highlighting the importance given to reading.
- ❖ F2 read stories throughout the academy day to ensure the children are exposed to a range of books/genres. These stories include, traditional tales, non-fiction, poetry and fiction books linked to their topic. Stories are also read in Mathematics lessons.
- ❖ Weekly comprehension (taught discretely) and the use of guided reading and reciprocal reading approaches help to ensure children become competent, fluent readers. The teaching of reading objectives follows a progressive skills approach, which allows the pupils to build on their previous learning.

Engaging Parents

At St. Bernadette's, we recognise the importance of involving parents in supporting reading at home. As results of reading studies have shown, children who are supported in their reading at home are more likely to enjoy reading and tend to achieve more highly at school.

- ❖ From the outset, every effort is made to support our parents in the promotion of reading. Before starting in Early Years 1 or Early Years 2 parents are given a New Parents booklet – in this we promote reading with your child, telling stories together, and provide an outline of our curriculum and how it is planned all around stories.
- ❖ For Early Years 2 parents we introduce them to our Rainbow Readers Incentive Scheme and we stress how important it is to read with their child every night.
- ❖ Parents are made aware that their child will visit the school library once a week and stress that this is an important part of the weekly timetable as this is a chance for children to share their love of books.
- ❖ A 'St. Bernadette's Book Bag' is an important, compulsory part of the uniform in Early Years and we give the reasons for this to the parents in our new parents meetings:
 - ❖ the children need a book bag to hold their library and reading books
 - ❖ it is important to keep them clean and well looked after as they form an important part of their education.
- ❖ The academy also hosts a range of parental meetings (in addition to the annual parents' evening) across all phases.
- ❖ In Early Years, every year a Little Wandle Phonics Meeting is held where parents are taken through the teaching in Early Years 2 and staff explain how parents can help their child to read at home.
 - ❖ A Phonics pack with information in is then sent home with parents.
- ❖ In Year 1, there is a meeting for parents providing them with information about the phonics check.
 - ❖ A pack is also sent home for parents to support with the teaching of phonics, as well as a list of interactive resources that can be used at home.
 - ❖ Weekly phonics homework is set and Phonics assessments are sent home at the end of each term to inform parents of gaps in their child's learning, thereby providing a focus for support at home.
- ❖ In Year 6 (previously Year 2), parents are invited to a meeting regarding the Standard Attainment Tests (SATs) and they are given a selection of materials in order to support their child's preparation.
- ❖ All children are provided with a reading record and phonics log, providing communication between the academy and parents at home. This record has top tips for the reading helper:
 - ❖ it gives ideas on how to check understanding;
 - ❖ provides a guide on phonics;
 - ❖ gives a list of common exception words;
 - ❖ and key grammar and punctuation terminology.
- ❖ These reading records are checked everyday by a member of staff.
- ❖ Parents are asked to write in the record every time their child has read, thereby, providing communication between home and school.

Developing the Reading Environment

At St. Bernadette's, our academy library, classroom reading corners, and displays are welcoming and inspiring working spaces, where children visit, choose and read books, and converse about books.

- ❖ In Early Years, our pupils are immersed in an environment rich in print, surrounded by:
 - ❖ labels
 - ❖ alphabet and letter sounds
 - ❖ tricky words
 - ❖ high quality books.
- ❖ Across all areas of provision, inside and outdoor areas, books are carefully selected to develop the children's learning and understanding.
- ❖ Throughout Early Years, each classroom has an inspiring reading area which includes, including storytelling units, with a wide selection of fiction, non-fiction and poetry books that are available to the children.
- ❖ In Key Stage 1 and Key Stage 2, our classroom environments immerse our pupils in displays which will educate, encourage, and inspire a love reading.
- ❖ At the start of each lesson, the whole class is encouraged to read the learning objective.
- ❖ Every opportunity is used to hear the children read:
 - ❖ whether it is sharing a text in an English lesson;
 - ❖ exploring a source of information in History;
 - ❖ or reading a Bible story in Religious Education.
- ❖ All staff have created engaging classroom displays that are rich in text, including:
 - ❖ English and Mathematics working walls;
 - ❖ R.E. and Topic displays;
 - ❖ Key vocabulary;
 - ❖ Grammar terminology;
 - ❖ and spelling patterns that are clearly displayed and shared with the pupils.
- ❖ Every classroom from Year 1 through to Year 6 has an inviting and well-stocked Reading Corner. In these corners you can find everything from:
 - ❖ newspapers to poetry;
 - ❖ non-fiction to fairytales;
 - ❖ and picture books to classic popular fiction.

It is our aim to ensure that they are used as reading corners and not just a place to store books, where children enjoy spending time reading for pleasure.

- ❖ All of our pupils have access to our academy library through a weekly timetabled session. The library has been transformed in recent years with a large investment in new furniture (Peter's Books) and the complete replenishment of our book stock. It is a bright and engaging environment in which the pupils can easily access age-appropriate books.
- ❖ A web-based library management system, Junior Librarian, run by our Year 6 pupils, manages and tracks each book in the academy using:
 - ❖ a barcode reader; serial code stickers; and individual logins

- ❖ The library hosts a wide selection of fiction, non-fiction and poetry books, including Pie Corbett's reading and poetry spine.
- ❖ We also have additional reading materials which children are encouraged to read regularly. These include a number of high-quality magazines and newspapers including:
 - ❖ The Week
 - ❖ First News
 - ❖ and National Geographic Magazine.

This gives children the chance to understand the different structures and vocabulary used within different genres of texts.

Celebrating Reading

At St. Bernadette's, reading is of paramount importance in order to ensure that all children become lifelong readers for pleasure.

- ❖ As already stated, every class shares a book read by the teacher for at least 10 minutes at the start of every day. These are not read as part of the curriculum or to carry out assessments, but purely for pleasure.
- ❖ All staff are encouraged to share their own love of reading with the children.
 - ❖ As an example of this, some teachers have promoted a range of books by a particular author;
 - ❖ some have read opening paragraphs of books leaving cliff-hangers;
 - ❖ and others have shown just the front cover of a book in order to promote curiosity, enquiry, and discussion.
- ❖ In a termly cycle of enrichment days for all subjects, Reading is given a full day of focus to enrich children's love of reading by a range of different activities within each phase of the academy.
- ❖ Each year, the academy celebrates World Book Day, with the pupils engaged in a range of exciting activities.
- ❖ In recent years, we have enjoyed looking at well-known fairytales and having an author focus.
- ❖ The academy has invited authors in to work with the children and some classes have previously attended workshops hosted by Nick Sharratt.
- ❖ Further to this, we host an annual book fair which all classes and parents are invited to attend. This has been a huge success and we have benefited enormously from the commission money which has enabled us to add further books to our academy library, whilst also further developing the reading corners within classrooms.

4 The Teaching of Reading in Early Years

Foundation Stage and Key Stage 1

In Early Years Foundation Stage (EYFS) and Key Stage One (KS1) Reading is taught through a variety of approaches: phonics lessons, 'Talk for Writing' Topic lessons which include Shared Reading and modelled reading opportunities, individual reading, Storytime, singing, as well as interventions as needed.

Focus on Phonics

The organisation of the Teaching of Phonics in EYFS and Key Stage One (taken from our Little Wandle Early Reading Policy) is as follows:

Foundations for Phonics in Nursery

- ❖ We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and Language' and 'Literacy'. These include:
 - ❖ sharing high quality stories and poems
 - ❖ Learning a range of nursery rhymes and action rhymes
 - ❖ Activities that develop focused listening and attention, including oral blending
 - ❖ Attention to high-quality language
- ❖ We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily Phonics Lessons in Reception and Year 1

- ❖ We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- ❖ Children make a strong start in Reception as teaching begins in week 2 of the Autumn term.
- ❖ We follow the 'Little Wandle Letters and Sounds Revised' expectations of progress.
- ❖ Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- ❖ Children in Year 1 (LA Year 2) review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-Up Lessons

- ❖ Any child who needs additional practice has daily Keep-Up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- ❖ We timetable phonics lessons (3 times per week) for any child in Year 2 and above who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to

catch up, so the gap between themselves and their peers does not widen. We use the Rapid Catch-Up assessments to identify gaps in their phonic knowledge and teach to these using the Rapid Catch-Up resources-at pace. These short, sharp lessons last 15-20 minutes and have been designed to ensure children quickly catch up to age-related expectations in reading.

Teaching Reading

- ❖ We teach children to read through reading practise sessions three times a week. These sessions...
 - ❖ are taught by a fully trained adult to small groups of approximately six children
 - ❖ use books matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids on pages 11-20 of 'Application of phonics to reading'.
 - ❖ are monitored by the class teacher, who rotates and words with each group on a regular basis
- ❖ Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - ❖ Decoding
 - ❖ Prosody: teaching children to read with understanding and expression
 - ❖ Comprehension: teaching children to understand the text
- ❖ In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- ❖ In Years 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home Reading

- ❖ The decodable reading practise book is taken home to ensure success is shared with the family.
- ❖ Reading for pleasure books also go home for parents to share and read to the children. We share the research behind the importance and impact of sharing quality children's books with parents through workshops, leaflets and the 'Everybody Read' resources.
- ❖ We use the 'Little Wandle Letters and Sounds Revised parents' resources' to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Additional Reading Support for Vulnerable Children

- ❖ Children in Reception and Year 1 who are receiving additional phonics Keep-Up sessions read their reading practice book to an adult at least three times per week.

Ensuring Consistency and Pace of Progress

- ❖ Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.

- ❖ Weekly contents grids map each element of new learning to each day, week and term for the duration of the programme.
- ❖ Lesson templates, prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson.
- ❖ The reading leader and SLT use the Audit and prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

5 The Teaching of Reading in Key Stage 2

In Key Stage 2, Reading is taught through a variety of approaches: 'Talk for Writing' English lessons which include Shared Reading and modelled reading opportunities, comprehension lessons, including the use of the 'Reciprocal Reading' approach, vocabulary lessons, individual reading, Storytime, as well as interventions as needed.

Sets for Reading

Children are grouped into sets to enable the provision of focussed teaching, help, and challenge:

- ❖ For Reading, the children in Lower Key Stage 2 are grouped into three sets:
 - ❖ Class 7 SET 3 (Year 3 MA and LA)
 - ❖ Class 8 SET 2 (Year 3 HA and Year 4 LA)
 - ❖ Class 9 SET 1 (Year 4 HA and MA).
 - ❖ For Reading, the children in both Upper Key Stage 2 are grouped into three sets:
 - ❖ Class 10 SET 3 (Year 5 MA and LA)
 - ❖ Class 11 SET 2 (Year 5 HA and Year 6 LA)
 - ❖ Class 12 SET 1 (Year 6 HA and MA).
-

Whole Class Reading

- ❖ Daily Shared Reading through 'Talk for Writing' English lessons
 - ❖ A weekly Comprehension Lesson, including use of the 'Reciprocal Reading' approach
 - ❖ Weekly Vocabulary Activities.
 - ❖ Storytime
-

Individual Reading

- ❖ Independent reading is timetabled daily.
 - ❖ All classes have a reward system in place to encourage reading at school and at home. As an example, Class 9 introduced a tick system whereby children who have had their book read and returned to school, five out of five days, receive a treat.
 - ❖ Books are changed daily (if required), staff select the child's reading book in line with their reading book band the children visit the academy library once a week.
-

Reading Interventions

- ❖ Target pupils are heard read during the week by the class teacher, a teaching assistant, or volunteer.

- ❖ Reading intervention (1:2), for Year 6 children (borderline) who need an extra boost with their reading.
(1 x 30 minute session each week)

6 Assessment

- ❖ The academy uses O-Track (pupil tracking) and Class Track as part of its assessment procedure.
- ❖ Marking in Reading is in accordance with the academy Marking Policy.
- ❖ Academy summative assessments in Reading include:
 - ❖ Early Years 2 GLD Reading
 - ❖ Phonics Screening Check in Year 1 (Re-Sit in Year 2)
 - ❖ SATs in Year 2 and Year 6.
- ❖ All Reading assessments are made in accordance with Assessment Policy guidelines.
- ❖ Attainment and progress are reviewed at the end of each term in Pupil Progress Meetings for individual pupils, year groups and sets.
- ❖ Through INSET class teachers undertake moderation training; the academy has also carried out moderation with other schools (Our Lady of Lourdes Catholic Multi Academy Trust).
- ❖ Use is made of any national and LA assessment criteria.
- ❖ The academy is regular moderated by the LA.
- ❖ The New Salford Reading Test.

7 Parental Involvement

Parents are recognised as the primary educators of their children, hence their support in Reading is encouraged at every opportunity.

- ❖ Parents are encouraged to listen to their children read at home and able readers are expected to read independently at home to build reading mileage.
- ❖ Children take a 'reading book' home.
- ❖ Parents are asked to comment / sign their children's reading record book every time their child reads at home. We encourage parents to sign the reading records a minimum of three times per week.
- ❖ Home reading is valued and rewarded. Each class has a clear and progressive reward system that rewards children for consistent home reading.

8 Promoting Reading for Pleasure

At St. Bernadette's we believe that our children should develop a lifelong love of literature. We actively promote Reading for Pleasure through a range of different strategies, including:

- ❖ World Book Day celebrations and activities
- ❖ Author visits and workshops
- ❖ Reading Enrichment Days

- ❖ Scholastic Book Fair
- ❖ Library visits
- ❖ Half-termly Reading Rewards for those children who have read regularly every week.

9 Monitoring and Evaluation

Monitoring of the teaching and learning of reading takes place as part of the academy's ongoing monitoring and evaluation cycle. It is completed each term through various means, including:

- ❖ Observations of phonics teaching and comprehension lessons
- ❖ Monitoring of planning and record keeping
- ❖ Book scrutiny
- ❖ 1:1 reading where the English Subject Leader listens to a child read to establish the accuracy of the reading level awarded and the suitability of the reading material. The child is also asked questions about their reading at this stage
- ❖ Learning walks to establish whether reading has been given a high profile within each classroom (reading corners, displays, etc.)
- ❖ Pupil voice interview and/or questionnaire
- ❖ All evidence gathered is used to form an action plan for reading, including training requirements, support needs and resourcing. In turn, this forms part of the current SDP.

10 Policy Review

The Reading Policy should be reviewed and updated every two years.
Date of next review: Advent Term 2025










Reading Policy Appendices











Appendix 1

Academy Reading Scheme

<p>At St. Bernadette's, we use the Oxford Reading Tree reading scheme. Rooted in reading for pleasure and with systematic phonics at its heart, Oxford Reading Tree's well-loved characters, breadth, and varied writing styles, give children everything they need to become confident and proficient readers.</p>				
Location	Year Group	Age	Oxford Level	Book Band
Early Years	Nursery	<4	1	Lilac
			1+	Pink
	Reception	4–5	1	Lilac
			1+	Pink
			2	Red
Class 4	Year 1	5–6	3	Yellow
			4	Light Blue
			5	Green
Class 5	Year 2	6–7	6	Orange
			7	Turquoise
			8	Purple
Class 6	Year 2	6–7	9	Gold
			10	White
			11	Lime
Library Cupboard 1	Year 3	7–8	12	Lime+
			8	Brown
			9	
			10	
			11	
Library Cupboard 2	Year 4	8–9	12	Grey
			13	
			14	Dark Blue
	Year 5	9–10	15	
			16	Dark Red
	Year 6	10–11	17	
			18	
			19	
			20	

Our reading scheme's extensive collection of books provides a variety of writing styles and genres at every reading stage. Underpinned by Oxford Levels, we ensure children are reading books with the appropriate level of support and necessary challenge to build confidence, develop skills, and foster a joy of reading. The scheme includes the much-loved characters – Biff, Chip, and Kipper – as well as many other engaging series, as outlined below.

	<p>Floppy's Phonics A series of fully decodable Biff, Chip and Kipper stories and non-fiction titles. The books are aligned to Letters and Sounds phases allowing the children to read books that are matched to their phonics knowledge.</p>
	<p>Alien Adventures A series that is fully decodable and matched to Letters and Sounds. The books are based around an exciting space adventure aimed to engage boys and ignite a love of reading.</p>
	<p>Hero Academy A fully decodable reading series designed to motivate younger readers and turn them into reading superheroes. The books are matched to Letters and Sounds and are finely levelled to meet the higher expectations of the National Curriculum, while building reading confidence and success.</p>
	<p>Songbirds A phonically-based set of stories written by the best-selling author of The Gruffalo, Julia Donaldson. The series follows a strict synthetic phonic progression with a variety of taught context words.</p>
	<p>Decode and Develop A series of phonically-based Biff, Chip and Kipper stories aligned to Letters and Sounds phases. The books include a variety of taught context words to support language development and deepen comprehension. The humorous illustrations, magic key adventures and real-life scenarios hook children into reading and discussion.</p>
	<p>Explore A series of Topic-linked fiction and non-fiction texts. Biff, Chip, and Kipper stories are paired with engaging non-fiction books. Each pair is curriculum-linked by a Science, Geography, History, or Art topic. The books are phonically-based and aligned to Letters and Sounds, with a controlled number of taught context words to develop vocabulary.</p>
	<p>Story Sparks A series of emotionally powerful, phonically-based stories that aim to fire children's imaginations. Each levelled story develops the comprehension skills children need to reach the higher expectations of the curriculum. The books are aligned to Letters and Sounds, with a controlled number of taught context words to develop vocabulary.</p>
	<p>inFact A series of compelling personal accounts, lyrical writing, and child-friendly biographies to inspire, inform, and intrigue readers. The books are phonically-based and aligned to Letters and Sounds, with a controlled number of taught context words to develop vocabulary. The captivating subjects explored aim to deepen comprehension skills and develop reading stamina.</p>
	<p>All Stars A series of fiction books that aim to build reading stamina and strengthen higher-order comprehension skills.</p>

 <p>Biff, Chip and Kipper Stories</p>	<p>Biff, Chip and Kipper Stories The much-loved stories which hook children into reading as they follow the characters on their adventures.</p>
	<p>Glow-worms A selection of lively, themed poems that will entertain younger readers.</p>
	<p>Greatest Stories A series of key stories, handpicked by world-famous author Michael Morpurgo, to enthral children and develop and extend their reading experiences. These finely levelled stories give children access to must-read classic texts that capture our literary heritage, whilst developing the comprehension skills required to reach the higher expectations of the curriculum.</p>
	<p>Chucklers A series of humorous stories collected by well-known author Jeremy Strong. The books cover a variety of writing styles, text types and illustrations, providing the children with a rich reading experience.</p>
	<p>Tree Tops Myths and Legends A series of beautifully illustrated retellings of famous folklore from across the globe, with powerful plots and characters that have stood the test of time. These rich stories encourage awareness and discussion of different cultures.</p>
	<p>Tree Tops Time Chronicles A series of key chapter books that follow the adventures of the children's favourite characters Biff, Chip and Kipper.</p>
	<p>Tree Tops Classics A series of classical stories to enrich and extend children's reading experiences, sensitively adapted by top children's authors.</p>
	<p>Tree Tops Graphic Novels A series of historically themed stories linked to real events. These action-packed visual texts will appeal to reluctant readers.</p>
	<p>Tree Tops Fiction A series of expertly levelled stories which aim to unlock a love of reading in every child.</p>
	<p>Reflect A thought-provoking series of titles written by top children's authors and developed by literacy expert Nikki Gamble. These books aim to develop children's reading and comprehension skills through stories with positive moral values and role-models. With appealing illustrations and fresh, intriguing plots, the series uses the power of fiction to help children connect to diverse experiences.</p>

Appendix 2

The Strategies Taught to be a Successful Reader

At St. Bernadette's, we recognise that reading is a personal learning journey and can be challenging for some children. We aim to give our children every chance of being successful readers, through actively teaching the following skills:

Concepts about print

- ❖ Open the front cover
- ❖ Turn pages appropriately
- ❖ Understand that the left-hand page comes before the right-hand page
- ❖ Understand that we read printed words from left to right
- ❖ Match the spoken word to the printed word (one-to-one correspondence)

Decoding and Blending, and Knowledge of the Alphabetic Code

- ❖ Sound talk words
- ❖ Identify known grapheme
- ❖ Break words into chunks

Self-monitoring and self-correction

- ❖ Stop if it doesn't make sense / sound right / look right
- ❖ The adult should not intervene too quickly when an error is made but allow time for the child to self-monitor.

Re-reading

- ❖ Re-read a phrase or sentence to check, confirm, problem solve, or self-correct.
- ❖ Read around the tricky word, get mouth ready, and think about what would make sense.

Phrasing and Fluency

- ❖ When children are first learning to read, they need to have control over one-to-one matching and pointing to the words is useful. However, this can slow reading down and children begin to think that 'reading' means 'word reading'.

- ❖ As soon as one to one matching is secure, children should be encouraged to speed up and phase out pointing. If this becomes a habit, it is very hard to break.
- ❖ An expectation of making the reading 'sound good' is fundamental. If reading is fluent and phrased, comprehension is easier, which allows meaning and structure to be used for problem solving.

Retrieval

- ❖ Locating information in the text to answer a question.

Inference and Deduction

- ❖ Children should be encouraged to ask their own questions about their reading.
- ❖ Children are taught using inference training texts and activities.

Authorial Awareness

- ❖ Children should be aware of choices the author made when crafting the text:
 - ❖ Point of view
 - ❖ Linguistic choices
 - ❖ Structural choices
 - ❖ Context of text etc.

Appendix 3

Classroom Organisation and Procedures

Individual / Independent Reading

- ❖ Children should take a reading book home regularly.
 - ❖ Teachers need to monitor this, to ensure that children are choosing appropriate books for their ability and age.
 - ❖ Children should be supported in changing their books regularly.
 - ❖ Children should bring their book-bag, reading book, and reading record book to school every day. This is important for continuity and progression when they read to adults in school or participate in independent reading (silent reading).
 - ❖ Reading books and reading record books should not be kept in book-bags during the day, as they need to be easily accessible.
 - ❖ In Key Stage 1, the children should place them in a separate basket when they arrive in the morning.
 - ❖ In Key Stage 2, children should keep their reading books and reading records in the classroom.
 - ❖ Children who persistently forget to bring their reading books to school should have a reading book which is kept at school, as well as sending a book home. These children should be monitored as target children for 1:1 reading in school.
 - ❖ Parents are encouraged to read with their children every day and to write in their reading record books, therefore it is important that these are checked regularly (daily if possible, especially in Key Stage 1) so that teachers can respond – a signature and a comment shows parents that we really value their contribution.
 - ❖ Communication needs to be two-way. Teachers should write a comment or stamp the reading records regularly.
 - ❖ Older children in Key Stage 2 can take more responsibility for recording their own comments when they read at home. Parents can sign to say that their child has read.
 - ❖ Home reading should be monitored weekly, so that appropriate termly rewards can be awarded. This should be actively promoted by the staff continually as this raises the profile of home reading, encouraging more children to read at home.
 - ❖ A proportion of our children do not read regularly with an adult at home; therefore it is important that they have opportunities for 1:1 reading to an adult (including their teacher) in school.
 - ❖ This has emotional benefits for the child, as well as allowing teachers to monitor reading and comprehension.
 - ❖ Teachers and TAs ensure that this is regularly monitored.
-
-

Shared / Modelled / Guided Reading

- ❖ Shared / Modelled / Guided Reading takes place daily in all classes in line with the agreed whole school approach.

Reading Corners

- ❖ All classrooms should have an attractive, comfortable, and inviting reading area which clearly promotes the beauty and joy of reading. There should be a range of books in a variety of genres and styles and reflecting both genders and the diverse culture of our children.

Storytime

- ❖ There should be Storytime every day in all classes, so that children can hear how a good reader sounds and be inspired by this. It is a time for children to enjoy books, take pleasure in reading, while providing language rich experience and opportunities to develop vocabulary and comprehension skills.

Library

- ❖ Each class has a timetabled slot to visit the academy library and choose a book.



And He came to Nazareth, where He was brought up:
and He went into the synagogue, according to His custom,
on the sabbath day; and He rose up to read.
And the book of Isaiah the prophet was delivered unto Him.

And as He unfolded the book,
He found the place where it was written:

“The Spirit of the Lord is upon me.
For He has anointed Me to preach the Gospel to the poor,
He has sent Me to heal the contrite of heart,
to preach deliverance to the captives, and sight to the blind,
to set at liberty them that are bruised,
to preach the acceptable year of the Lord, and the day of
reward.”

And when He had folded the book,
He restored it to the minister, and sat down.
And the eyes of all in the synagogue were fixed on Him.

And He began to say to them:
“This day is fulfilled this scripture in your ears.”

Striving for excellence in all that we do, reflecting the Light of Christ to the world
