



OUR LADY AND
ST HUBERT'S
CATHOLIC PRIMARY SCHOOL



At Our Lady and
St. Hubert's, home,
school and parish
work together,
knowing that God is
with us in all we do.

Reading

Guidance and Procedures

More than any other subject, English – and especially reading – gives pupils access to the rest of the curriculum and is fundamental to their educational success. This is why the introduction to the national curriculum says: ‘Fluency in the English language is an essential foundation for success in all subjects’

But English is so much more than the gateway to success in other curriculum subjects. Through studying literature, pupils’ eyes are opened to the human experience; they explore meaning and ambiguity as well as the beauty and power of language. English also has a strong creative and expressive dimension.

English Research Review Series 15th July 2022

Intent

At Our Lady and St Hubert’s Catholic Primary School, reading is a top priority and is a key driver within our curriculum. It is our intention to ensure that by the end of their primary education, all pupils can read fluently and with confidence in any subject. We intend all children to leave Our Lady and St Hubert’s Catholic Primary School with a rich vocabulary that provides them with the ability to play and manipulate language, recognising the nuance of meaning and how language can be used for a range of purposes. We want children to have the confidence to be able to communicate effectively in a variety of situations, both now and in the future. We therefore intend to encourage all pupils to read widely across both fiction and non-fiction to develop:

- knowledge of themselves and the world in which they live;
- to establish an appreciation and love of reading;
- to gain knowledge across the curriculum;
- and develop their comprehension skills.

We are committed to providing quality, vocabulary-rich reading material, which immerses and enhances all pupils’ wider knowledge of the spoken and written word, through modern and classic children’s literature, poetry and non-fiction texts.

Implementation

The effective systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily through the Read, Write, Inc. [RWI] programme to all pupils in Foundation Stage, Year 1 and those in Year 2 who have not passed the Phonics Screen Check in Year 1. The RWI approach is also used in the teaching of spelling in Year 2 to effectively embed strategies for the learning of new sounds and ease the transition into Key Stage 2 approaches. The RWI programme teaches pupils to understand the way the alphabetic code works. Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them through a very highly structured approach to reading and spelling. Phonics is delivered across KS1 and EYFS. Children are given a baseline and are then organised into teaching groups to work on specific sounds across the week. Assessment for Learning drives our process through oral rehearsal, instruction and repetition. Timely intervention is planned for those children who are working below expected levels as soon as needs are identified.

In KS2 children sit a baseline through ReadTheory to acquire a lexile score. This score determines the book banding that children select their texts from.

Following research from the Education Endowment Fund [EEF] and literary experts, we have developed three strands of practice for the development of readers in KS2:

i) **Fluency**

Aim: to improve on the automaticity, accuracy and prosody of our children.

Staff model the text aloud; children then rehearse the text line-by-line and lastly children work in pairs to take turns reading aloud as the teacher uses *Assessment for Learning* to modify and improve on the reading practice of the children who are reading. At the end of the session children are randomly selected to demonstrate this reading practice aloud.

ii) **Extended Reading**

Aim: A prolonged engagement with a longer text or extract, focussing on the development of fluency, word knowledge, background knowledge and text knowledge through exposure to text.

There are effectively four different ways to undertake such reading, depending on the current reading abilities of the class:

- 1 The teacher reads to the class as they follow the text, keeping pace with a ruler. Accountability can be ensured by the teacher pausing and asking the class to say the next word in the text in unison.
- 2 Children, selected by the teacher, take it in turns to read a few sentences aloud while the rest of the class keep pace with a ruler. The teacher also occasionally takes a turn finding a balance to model fluent reading. Accountability can be ensured by quick transitions between readers and by the teacher pausing and asking the class to say the next word in the text in unison when it is the teacher's turn to read.

iii) **Close Reading**

Aim: to complete sustained, detailed analysis of a short extract or text

Close reading focuses on the development of word knowledge, background knowledge and text knowledge through deep discussion. Consequently, close reading involves repeated reading of a text whereby the first read gives an overall sense of the text, and subsequent reads involve the discussion of particular themes, vocabulary choices, literary devices, plot points or anything else worthy of focus. For example, this may involve jumping through a text looking for a writer's use of metaphors, or it might involve looking at a paragraph line-by-line to see how tension is built by an author. As with the other reading sessions, any unfamiliar vocabulary and concepts should ideally be discussed as they are encountered in the text, though this can also be done before the reading begins where the teacher deems it necessary.

Impact

Children will read fluently by the time they leave Year 6. They will have been exposed to a range of genres throughout their time in our school and have been exposed to a rich literary diet of poetry, fiction and non-fiction texts.

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them.

As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced. o Through the teaching of systematic phonics and reading enquiry, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum.

As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. We aim for pupils to relate their reading experiences to their own personal development, developing an empathy for characters and making links to their own behaviours. In addition to this:

Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records.

The % of pupils working at age related expectations and above age related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children.

The gaps in the progress of different groups of pupils will be minimal (e.g. disadvantaged vs non-disadvantaged)

Feedback, Marking and Assessment

Feedback and marking on a daily basis is conducted in accordance with our policy, which can be found here:

[Feedback and Marking Policy](#)

We recognise that for feedback to have the most impact, it must be as close to time of the lesson as possible, we therefore place a prominence on verbal feedback at the point that the lesson is undertaken.

We therefore expect, in reading sessions, for the verbal feedback to be continuous, including repeated modelling in order for staff to elicit the most accurate outcomes from their children, most especially in their fluency sessions and also in their extended reading and close reading sessions. This feedback is based upon given success criteria and learning objectives. Staff may also feedback on previously highlighted areas for vocabulary or other identified areas within the National Curriculum.

If a child does not receive verbal feedback during the lesson, they will still receive feedback, either in a written form or through verbal feedback as close to the lesson as possible (this may be later the same day or during the next lesson).

Feedback is used for a variety of purposes, not only to develop and hone children's skills, but also in planning. Every day is a continuous assessment of what our children can do and what they need to do in order to get better at writing. Staff therefore will adapt lessons based upon this regular feedback and assessment and may adapt success criteria as a result. Children also sit summative NTS assessments on a termly basis for Reading.

Summative Data and Pupil Progress

Using all available strategies mentioned in this document, teaching staff will on a termly basis assess children in a summative way. This data is then recorded on our assessment system – Arbor. This data will then be tracked and analysed by senior leadership and the English subject leader. This data will then be used as part of pupil progress discussions held termly with senior leadership.

Role of the Subject Leader

- ❖ Together with the *Senior Leadership Team*, to monitor, evaluate and improve on the teaching performance of the school's staff;
- ❖ To analyse and evaluate the performance of pupils in formative and summative assessments in order to identify and respond to trends; and
- ❖ To promote a love of reading for the children, the school and the wider community
- ❖ To complete and update a subject leader action plan, which is evaluated on a regular basis.
- ❖ To implement strategies, including providing CPD for staff, relating to the teaching of English across the school.
- ❖ In conjunction with the senior leadership team, manage resources and budgets relating to the subject of Reading.

| How our 6Cs will be evident through our English curriculum | | |
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|  <p>Character</p> |  <p>Citizenship</p> |  <p>Communication</p> |
| <p>We aim to foster deep learning by cultivating students' grit, tenacity, perseverance, and resilience. Through challenging reading tasks and continuous feedback, students develop these character traits, making learning an integral part of their lives.</p> | <p>We aim to inspire students to think about the world around them and become global citizens. Through engaging reading texts on global issues, they develop a genuine interest and the ability to address ambiguous, real-world problems that impact human and environmental sustainability.</p> | <p>We aim to enhance students' ability to communicate effectively. This empowers them to express ideas clearly, adapt to different contexts, and become proficient communicators across all areas of learning.</p> |
|  |  <p>Creativity</p> |  <p>Critical Thinking</p> |
| <p>We aim to foster collaboration by encouraging students to work interdependently and cohesively in teams. Through class reading activities and peer feedback, they develop strong interpersonal and team-related skills, manage team dynamics effectively, make substantive decisions together, and learn from and contribute to the learning of others.</p> | <p>We aim to nurture an entrepreneurial mindset in students by encouraging them to identify opportunities to make a difference through their reading. They learn to ask insightful questions, generate novel ideas, and take leadership in pursuing and transforming those ideas into impactful actions.</p> | <p>We aim to we enhance students' critical thinking skills by teaching them to critically evaluate information, decisions, and evidence in their reading. This enables them to use their learning and knowledge to make important decisions and apply their understanding to real world contexts.</p> |

SEND, Pupil Premium and Inclusion for all

ALL children should have the opportunity to develop and progress as confident readers at Our Lady and St Hubert's Primary. It is everyone's responsibility, but in particular it is the responsibility of the class teacher as part of the teacher standards to plan for all abilities and backgrounds within their class.

Teachers are expected to:

- Select the appropriate materials or texts for individuals – for learning at school and home.
- Liaise with SENDCO and English lead to plan for lessons accordingly.
- Follow any EHCP or care plans in relation to the individual's needs.
- Plan challenge for more able pupils.

- In line with the school's inclusion statement, reading and writing materials will reflect the breadth of society with people of different racial, cultural and physical characteristics.
- Intervention strategies will be used for children identified through data analysis and pupil tracking and the impact of these strategies monitored.
- Know the pupils identified as pupil premium within their class and plan appropriately, including where they can enrich the curriculum for all.



Reviewed – September 2024 Philip Wheelan (Subject Lead)

Date of next Review – September 2025