



## Reading at St Peter's Catholic Primary School

### **EYFS:**

#### Text Drivers:

- A range of traditional tales, nursery rhymes, modern classics and newly written books carefully chosen to simulate children's interest and springboard other learning opportunities. New book each week.
- A range of high-quality books linked to children's interests to draw on throughout the year e.g.: space themed, pets themed, other countries etc.
- A selection of mathematical and PSED texts also used to deepen learning.

#### Reading Teaching:

- 2x a week reading groups to teach explicit reading skills of phonics, prosody, and comprehension.
- 3<sup>rd</sup> reading session for lowest 20% to close the gap.
- Phonics interventions daily for keep up and catch up.

#### Reading for Pleasure:

- Reading rich environment both inside and outside
- Variety of fiction, non-fiction, poetry and rhymes, genre and cultural diversity available.
- Welcoming book nooks in class and outside (weather permitting) for sharing books with children.
- Weekly visits to library for books to enjoy at home
- At least daily storytime (often at snack, end of day) sharing high quality books read repeatedly.
- Visits from Authors or visits to a public library (not yet but should start to happen!)

#### Home Reading:

- Children take home reading book linked to phonic ability once a week.
- Reading records for parent comment, teacher monitored weekly.
- Non-returners (parents) spoken to after 2 weeks verbally.
- E-books assigned each week to children
- Library book each week to share with parents and child together.

### **KS1:**

#### Text Drivers

- Two- or three-week learning journeys with high quality texts.
- Range of text types through out the year including non-fiction and poetry.
- Recorded in Long Term English Plans

#### Reading teaching

- Little Wandle reading groups 3x a week for children on the phonics programme.

- Phonically decodable texts for children teaching fluency, prosody and comprehension.
- Regular reading and phonics assessments (6 weekly)
- Whole class guided reading for children who have completed Little Wandle. (Year 2 From Autumn 2)
- Reading/ phonics daily flexible interventions for children to keep up or catch up closing the gap.

#### Reading for pleasure:

- Warm and purposeful reading area in class.
- Variety of fiction, non-fiction, poetry and rhymes, genre and cultural diversity available in book area.
- Weekly visits to library for books to enjoy at home
- Daily storytime 10mins sharing high quality books read repeatedly. These can include parallel texts, poetry and non-fiction books.
- Book votes for children to choose favourites.
- Year 2- 10 minutes per day silent reading
- Books available to children all day to be enjoyed at appropriate times
- Visits from Authors or visits to a public library (not yet but should start to happen!)
- Buddy Class reading- regular reading dates with another year group

#### Home Reading

- 10 minutes per night
- Reading Book based on children's phonetic ability. Book having been read in school as part of reading sessions. Year 2 children who have finished phonics scheme progress to book bands
- Recorded in Reading Record
- Reading Record monitored weekly by reading teacher/class teacher
- Sharing of library books and other books encouraged
- Non-returners (parents) spoken to after 2 weeks verbally.
- E-books assigned each week to the children who are reading Little Wandle books

#### The Expectation for each KS2 Class is:

##### Home Reading

- 15 minutes per night
- Reading Books or appropriate texts approved by class teacher
- Recorded in Reading Record
- Reading Record in school every day
- Reading Record monitored weekly by class teacher

##### Daily Reading in School

- SEN heard by class teacher or TA
- Lowest 20% heard 3 times per week

### Independent Reading

- 10 minutes per day silent reading
- Books available to children all day to be enjoyed at appropriate times

### Non-Fiction Reading

- Class Library to contain non-fiction books related to topics
- Non-fiction books to be introduced and explored by class teachers
- Non-fiction texts to be explored during Guided Reading on a half-termly basis
- Non-fiction books to feature as Book of the Week

### Text Drivers

- Two per half-term to drive English learning
- Recorded in Reading Diet
- New Learning Journey to be clearly identifiable in English Books

### Parallel Texts

- Books with similar themes to Text Drivers to be available
- Parallel texts can be used as class novels

### Guided Reading

- 4 sessions or 2 longer sessions(Y5)
- HIAS Toolbox provides strategies ensuring breadth
- Cards available to act as prompts or inform planning
- Written activities recorded in Reading Journals

### Story time

- Daily
- Timing is at class teacher's discretion
- 10-15 minutes

### Poetry

- To be a Text Driver annually in each year group
- To be read during Story Time
- To have an area in the Class Library

### Cultural/Physical Diversity

- Texts to be shared during Story Time
- Stories from other Cultures celebrated and to be added to Reading Diet

### Reading for Pleasure

- Phrase to be used with classes
- Time set aside for celebration of books from home
- Books/comics/magazines/newspapers to be shared with peers

- Buddy Class Reading – regular sharing of books with another year group

### Bookworms

- Two per class
- Meet on a fortnightly basis at lunchtime
- Share books with the group
- Take suggested materials back to classes
- Share books at assemblies- Phase and Class
- Visit other classes to promote reading
- Write reviews to share
- High focus with peers
- Display findings on the corridors and in classes

### Interventions

- Reading interventions in each year group

### Parent Readers

- Timetabled
- Inducted by MJ
- Tool Box cards shared with new Parent Readers

### Reading Areas

- High Focus
- Inviting
- Well organised
- Labelled
- Should have displays and/or captions which are up to date and well presented
- Interactive

### Other Good Practice

- Book of the Week
- Year 5 Recommends
- Celebrating reading materials from home- comics, family favourites etc