



**St. Joseph's Catholic
Infant & Junior Schools**
Birtley

Reading Strategy 2023

1. Reading at St. Joseph's Infant and Junior Schools

Reading is a vital skill, which underpins children's learning across the whole curriculum. At St. Joseph's, we ensure that our children are taught to read with speed, fluency, accuracy and understanding through a variety of high-quality lessons, with many cross-curricular learning opportunities. We want our children to become enthusiastic, independent and reflective readers and to establish a life-long love of reading.

At St. Joseph's, we have a clear, consistent, whole school approach to reading. We believe that it is important for children to develop a love of reading from an early age and we encourage this by providing up to date, rich in language, varied reading materials, by modelling good reading habits, sharing books and stories with our children, and providing different contexts for reading. Our goal is for every child at St. Joseph's to become an enthusiastic independent reader.

We aim to:

- instil an interest and a love of books, encouraging children to become attentive listeners and become confident, independent, reflective readers who read from a range of texts for a variety of purposes.
- equip the children with the skills to become competent, confident readers.
- provide children with experiences that will lead to rich language development.

2. National Curriculum

The National Curriculum for English, in relation to reading, aims to ensure that all pupils:

- read easily, fluently and with good understanding.
- develop the habit of reading widely and often, for both pleasure and information.
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading.
- appreciate our rich and varied literary heritage.

The programmes of study for reading at Key Stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens a treasure house of wonder and joy for curious young minds.

It is essential that by the end of their primary education, all pupils can read fluently, and with confidence, in any subject in their forth coming secondary education.

3. Reading Opportunities:

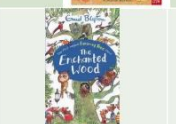
In St. Joseph's children have daily opportunities to read through sessions such as;

- Phonics (KSI & Year 3)
- Guided reading
- Shared reading
- Choral and echo reading
- I:I reading
- Independent reading
- Whole-class reading
- Reading with another child
- Reading within lessons across the curriculum
- Enrichment activities

4. Our English Curriculum and Core Text Rationale:

Our English Curriculum (Appendix 2- English Strategy) has been designed and planned around the use of a range of high-quality core texts (Appendix 2).

Core Text Overview Year 2 Example:

Year 2						
Term	Autumn		Spring		Summer	
Core Texts						
Supplementary Texts						
Shared Readers						
Poetry						

At St Joseph's we believe that the use of high-quality books within the reading curriculum is at the heart of our schools' approach to engage and support children to become motivated and independent readers. If children enjoy reading, they read more frequently and become better readers.

Teachers at St Joseph's have chosen texts, which enthuse, motivate and provide increasing challenge to our children in each year group. A range of genres and text types have been selected each half-term, in order to ensure children have access to a varied reading diet with a breadth and depth of authors, genres and styles of text. A range and breadth of texts allows children to hear and appreciate a wide range of voices and writing styles, investigating how language can be used for a variety of different purposes and audiences and to inspire them to read for purpose and pleasure.

As stated by the Centre for Literacy in Primary Education, 2020, 'Well chosen texts also expose children to a wider range of language and vocabulary in a supportive context. Well chosen texts enable adults to take time to discuss new words and have rich discussions around texts shared to allow children to consolidate their understanding.'

Within our Core Text overview, we have chosen to begin with exposure to traditional tales in Reception and KS1, moving on to fables in LKS2 and then progressing to Myths and Legends in UKS2. This strategy has been planned in order to develop gradual exposure to a range of increasingly challenging linked genres.

Similarly, we have another thread from Year 2 onwards, whereby children are introduced to classical texts, such as Alice in Wonderland by Lewis Carroll, progressing on to a range of Shakespearian texts in KS2, exposing children to increasingly more difficult ideas and language.

As evident in the Core Text image above, each half-term children will also listen to a range of poetry, often linked to a theme that they are learning about in class. This ensures children have access and exposure to various forms of poetry and poets across the year and throughout their academic journey at St Joseph's.

The texts are used as the basis of the English Curriculum to inform the planning of quality writing outcomes for the children. Texts have also been chosen with a balance of fiction and non-fiction and units have been purposely planned to ensure children have knowledge of a concept, prior to writing about it. For example, in Year 2, writing instructions about 'how plants grow', prior to writing an alternative version of Jack and the Beanstalk ensures descriptions and knowledge of plants growing are accurate and children understand the key vocabulary.

Teachers have thought carefully about the texts chosen to ensure throughout their writing journey across the school, children are exposed to different styles, purposes and forms of writing.

See Writing Purpose Overview image below:

Writing Purpose Coverage

St Joseph's Catholic Infant and Junior Schools, Birtley

	Autumn 1			Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
EYFS	I can make marks - Inform I can form letters - Inform I can begin to combine letters to write VC/CVC words - Inform I can write my name - Inform I can label a picture - Inform I can begin to write a sentence - Inform					I can write a list - Inform I can write text for a poster - Inform I can write a sentence to express my ideas - Inform/entertain I can write a plan - Entertain/Inform I can write my full name - Inform I can write a sign - Inform I can write a description of my creative work - Entertain					I can write a simple recount - Entertain I can write instructions - Inform I can write a story - Entertain I can write a letter - Inform I can write a prediction - Entertain		
Year 1	Entertain Narrative		Inform Informal Letters		Entertain Descriptions	Entertain Narrative	Inform Information Reports	Entertain Poetry	Inform Non-Chronological Reports	Entertain Narrative	Inform Instructions	Entertain Narrative	
Year 2	Entertain Narrative	Inform Non-Chronological Report	Entertain Postcard	Inform Letter & Chronological Report	Entertain Diary Entry & Haiku Poem	Inform Newspaper Report	Entertain Setting description Character description Kenning Poem	Inform Biography	Inform Instructions	Entertain Playscript	Inform Fact File	Inform Explanation	
									Persuade Advert		Entertain Acrostic Poem		
Year 3	Inform Non-Chronological Report	Entertain Narrative (setting)	Inform Instructions	Entertain Narrative (from an alternative viewpoint)	Inform Advertisement	Entertain Recount	Persuade Letter	Entertain Playscript and Newspaper Report	Inform Instructions (recipes)	Entertain Poetry & Extended narrative	Inform Interview and Report	Entertain Diary Entry	
Year 4	Entertain Narrative		Inform Newspaper	Entertain Narrative	Inform Explanation	Persuade Persuasive Speech	Inform Non-Chronological Report	Entertain Playscript	Entertain Fantasy	Inform Biography	Entertain Setting	Inform Information Leaflet	
Year 5	Inform Instructions Biography	Inform Non-Chronological Report	Entertain Poetry	Inform Non-chronological report Critical review	Entertain Extended Narrative Myth	Inform Recount	Inform Non-Chronological Report	Persuade Letter/Speech	Discuss Balanced Argument	Entertain Playscript Suspense Narrative	Entertain Suspense Narrative	Inform Letter Writing	
Year 6	Entertain Diary Entry	Discuss Balanced Argument	Persuade Persuasive Advert	Discuss Critical Review	Inform Non-Chronological Report - Mayans	Entertain Narrative	Persuade Persuasive Letter	Entertain Narrative	SATs Short-Burst Writing	Inform Newspaper Report	Inform Letter	Entertain Narrative - Free-Writing	
Key	Entertain		Inform		Persuade		Discuss						

See also the English Strategy for further information on writing.

5. Phonics

At St. Joseph's Catholic Infant & Junior Schools we have fully implemented the Rocket Phonics programme to deliver our daily phonics lessons. Rocket Phonics is taught in Classes Reception to Year 3. Rocket Phonics combines the

alphabetic code knowledge and skills that are needed to learn to read fluently and at speed. This approach will embed phonics in context and support a love of reading and writing from the outset. See *Rocket Phonics Policy* for more information.

6. Guided Reading/Shared Reading

There is much debate about the best way to teach children to read. Equally, we recognise that no two schools are the same and they will differ in philosophy and approach to the teaching of reading.

Here at St. Joseph's, we recognise the importance of reading, and especially recognise the importance of hearing children read aloud.

In September 2022, The National Literacy Trust shared a study about children and young people's reading engagement, which concluded, '*Fewer than 3 in 10 (28.0%) children and young people aged 8 to 18 said that they read daily.*'

If children are to attain competence in the following National Curriculum objectives:

- *learning a wider range of poetry by heart*
- *preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience*

then it is vital that teachers hear children read.

We acknowledge that in each different phase of primary education and in each different classroom, this may look different. But St. Joseph's also recognise the importance of early reading - developing an automaticity, fluency and stamina for reading aloud.

Guided Reading & Whole-Class Shared Reading: In Early Years, we make a commitment to hear pupils read aloud once per week, either one-to-one with an adult or in small, guided groups, where early inference and predictions can be taught.

In Key Stage 1, we make a commitment to hear pupils read aloud 1:1, at least once per week. In Years 1 and 2, this will be through the use of targeted readers and home reading books linked to the Rocket Phonics strategy. Reading aloud to a teacher or teaching assistant (TA) is documented in pupils' reading diaries and on the in-house tracking sheet. This allows staff to assess the pupils and check they are maintaining pace with the taught curriculum.

Additionally, in Years 1 and 2, children access whole class and small group guided reading sessions twice a week within their blending phonics sessions. Whole class shared reading takes place, during the reading of the Big Book text, when the teacher asks the children inference and deduction questions relating to the story. Small group guided reading (in groups of roughly 4-6) takes place, when children are working with an adult and accessing the reading section of the phonics pupil booklet.

KSI will also have 2-3 discrete twenty-minute guided reading lessons built into the weekly timetable, following the same format as Year 3. (*For more information, see the outline of a guided reading session below.*)

As pupils move into Key Stage 2, depending upon their competency in reading, depends upon the strategy which is implemented by the class teacher. In Year 3, taking into account the needs and abilities of the cohort, children will either access 2 discrete, twenty-minute guided reading lessons or 2 twenty-minute whole class shared reading sessions.

In Years 4, 5 and 6, where pupils attain competency in reading, the class will move to guided reading via a shared class text, 2 times a week for twenty-minutes – which is deemed to be more time efficient than reading in small groups - meaning that all pupils in class get access to quality-first teacher input.

Guided Reading Sessions: A typical formal guided reading session will consist of 2 groups reading with an adult, sharing the text and asking and responding to various VIPER style reading questions (see Appendix I- Reading Strategy). The other reading groups will access Lexia Core Plus, Reading Plus, or a suitable reading activity, independently.

KS2 Whole-Class Shared Reading Sessions: Class teachers are responsible for teaching children how to read fluently, for both meaning and pleasure. Whole-class shared reading lessons take place in class to provide pupils with the opportunities to develop both their word reading skills and their comprehension skills.

Lessons are planned to cover all the National Curriculum reading objectives and texts are chosen at an appropriate level to enable both a sense of success and an element of challenge. Shared reading lessons at St. Joseph's are based on a book that is currently being read in class, a text extract or even a thought-provoking video (to develop skills which are used when reading text). There are opportunities for pupils to read aloud and to discuss the text in detail.

Whole-class shared reading sessions are mostly verbal lessons, often with questions that pupils will answer on whiteboards and show the teacher for assessment purposes, however they may occasionally include answering questions and sharing ideas in writing, which would be recorded in pupils' English books.

At St. Joseph's, we regularly use reading VIPERS (see Appendix I – Reading Strategy) when teaching shared reading and comprehension skills.

The non-statutory National Curriculum guidance states:

'Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.'

St. Joseph's curriculum purposely focuses on novels and texts as a shared reading strategy to ensure that children access a breadth and depth of reading.

7. Daily Shared Reading

In shared reading, the teacher's role is to make overt what good readers do and encourage children to be actively involved in reading in the moment. During shared reading, the children can access a text which may be challenging to them individually and expose them to language and vocabulary they may ordinarily find difficult when reading independently. Reading skills and strategies should be clearly modelled, and discussion should help children to have a deeper understanding of the text.

Shared reading should have a specific focus and all abilities should be included in discussions by differentiated questions. Shared reading can take place within daily English lessons and through the reading of information texts related to other curriculum areas or it may take place for 10- 15 minutes at the end of each school day. Teachers and support staff read to the pupils and model the use of intonation and expression; this helps to extend pupils' vocabulary and comprehension, as well as support their writing

At St. Joseph's, staff have collectively put together, guided by the English and Reading Leads, a selection of core books for each year group, with the aim of broadening pupils' knowledge of different authors and genres as well to promote a love of reading. Pupils are exposed to a range of texts, and this is built on as they progress through year groups.

8. School Reading Resources

A range of resources are used at St. Joseph's Catholic Infant and Junior Schools to improve reading and to develop a love of reading too.

School/Class Libraries: At the infant school, each classroom has their own class library, where the texts have been selected to ensure they match the reading abilities of the children in KSI. The reading areas have been designed in order to inspire a love of reading.

In the junior school, each class also has their own library/reading area. Additionally, there is a well-stocked library with a range of book types and genres for all ages. Pupils can borrow a book to read in class during independent reading time and an extra book can be taken home to read too.

Reading Plus: St. Joseph's has a subscription to the online reading program 'Reading Plus'. Reading Plus is an app primarily used in KS2 at St. Joseph's and it helps students develop the skills they need to become proficient readers and lifelong learners. Pupils' complete assignments and earn points and combos which lead to certificates when pupils 'level up'. Pupils are motivated to read regularly on the app through the rewards they gain. Additionally, we encourage the use of Reading Plus at home; children can access the app at any time, as long as they have internet access.

Lexia Core 5 Reading: We have also invested in the program 'Lexia', which many of our pupils benefit from. Accounts are created for all Year 3 children, as well as older pupils who require extra reading intervention. Lexia provides explicit, systematic, personalised learning on fundamental literacy skills for pupils of all ages and abilities. Children have the opportunity to use Lexia in class to develop their reading/general English skills and, similarly to Reading Plus, pupils are given logins so they can access Lexia from home too.

9. Home Reading:

Children across the school are given a home reader every Monday and Friday. Pupils should read part, or all of the book, across the week and parents/guardians should sign their child's reading record book each evening. Parents are encouraged to write a short comment in the comment section, so teachers can be made aware of any queries or problems children may be facing whilst reading at home.

St. Joseph's children are encouraged to read widely. Therefore, as well as reading their home reader as homework, pupils are encouraged to read other books they may have and enjoy at home, newspapers, comics, e-books, articles on the internet, subtitles on television programs etc. Comments about other texts children have read should also be recorded in reading record books.

Year group	Phonics	Reading
Reception	Flashcards and phonics worksheets will be sent home.	<p>At least two books per week will be sent home – one on a Monday and one on a Friday.</p> <p>An additional book may be sent home to 'share' with a parent for inference work and may support sight reading vocabulary.</p> <p>Please bring in reading bags, books and diaries, daily, and read with your child at home, on a daily, basis.</p>

Year 1 –5:

Reading	<p>Books will be changed twice per week on Mondays and Fridays.</p> <p>Key Stage 1 books – Books, connected to phonics sounds taught in the classroom will be sent home.</p> <p>An additional book may be sent home to 'share' with a parent for inference work – it may also support sight reading vocabulary.</p>
---------	--

Year 6:

Reading	We recognise that as children grow, their reading habits change and they read more independently. It is still important that an adult signs their child's reading diary and children return this on a daily basis, to allow the class teacher an opportunity to read with children, during the week.
---------	--

10. Cross-Curricular Links

With the implementation of our English curriculum, based on a study of quality texts, we immerse the children in a rich reading environment to support both word recognition, comprehension and vocabulary development. At St. Joseph's, the teaching and learning of reading will span the entire curriculum, creating cross curricular links. On our yearly overviews, we have clearly highlighted these links in blue, which you can examples of below.

KS1- Example:

Year 2						
Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religious Education	Beginnings Signs and Symbols: Baptism	Judaism Preparations: Advent	Books Thanksgiving: Eucharist	Opportunities: Lent & Easter Islam	Spread the Word: Pentecost Rules: Reconciliation	Universal Church: Treasures Sikhism
Shared Reading	Inside the Villains- Clotilde Perrin Alice in Wonderland – Lewis Carroll (Usborne Young Reading Collection)		Mr Majeika – Humphrey Carpenter The Dragonsitter- Josh Lacey		The Giraffe, and the Pelly and Me – Roald Dahl The Legend of Spud Murphy- Eoin Colfer	
English	The Gingerbread Man version by Pie Corbett Tales from other cultures: African Folk Tales by Mwenye Hadithi including Lazy Lion, Enormous Elephant etc.	Meerkat Mail by Emily Gravett Amelia Earhart By Isabel Sanchez Vegara The Santa Trap by Johnathan Emmet	Vlad and the Great Fire of London by Kate Cunningham Toby and the Great Fire of London by Margaret Nash Who was Samuel Pepys? By Paul Harrison	The Enchanted Wood by Enid Blyton	Jack and the Bean Stalk version by E. Nesbit Jack and the Baked Bean Stalk by Colin Simpson Roald Dahl's Musical – Jack and the Bean Stalk	The Lighthouse Keeper's Lunch By Ronda and David Armitage Hello Lighthouse Sophia Blackall What does a Lighthouse do? By Katherine L. House
Mathematics	Number- Number and place Value- numbers to 100 Number -Addition and Subtraction	Number -Addition and Subtraction Measurement – Money Multiplication and Division	Number – multiplication and division Statistics Measurement- Length and height.	Geometry – properties of shape Number – fractions	Position Time Revision of Number and Place Value Revision of Addition and Subtraction Revision of measures	Weight volume and Temperature Revision of multiplication and division Revision of fractions Revision of Geometry
Science	Animals including Humans	Living things in their habitats	Everyday Materials	Microhabitats	Plants	Living things in their habitats

Computing	Computing systems and networks- IT around us	Creating media- Digital Photography- Take photographs of habitats.	Programming A- Robot Algorithms	Data and information- Pictograms- Link to our local area.	Creating media- Digital music	Programming B- Programming quizzes. Create quizzes about significant people from the past.
Humanities	Africa Continents and Countries, contrasting the UK to a Non-European country.		The Great Fire of London- Samuel Pepys	Investigating our local area	Florence Nightingale and Mary Seacole.	Human and physical features around us - seaside and Grace Darling
Art	Sculpture and mixed media- Creating an Edward Tingatinga	Formal elements of art- Max Ernst		Art and design skills- Clarice Cliff, circle tree plate.		
Design Technology			Structures- Making a Bears chair. Model making: Tudor houses		Mechanisms- Making a moving monster/Giant.	Mechanisms- Model making: Fairground wheel Lighthouses
Modern Foreign Languages (French)	Animals		Instruments		Seasons	
Music	Glockenspiels		Glockenspiels		Glockenspiels	
Physical Education	Swimming NUFC Fun Movements	Swimming NUFC: Multi-skills	Dance (plants) NUFC: Mod Team Games	Gymnastics: apparatus NUFC: Net & Wall	Orienteering NUFC: Striking & Fielding	Rounders NUFC: Athletics & Fitness
Relationships and Health Education	Families and Friendships Relationships – Online and Being Safe Physical Health and Mental Wellbeing Democracy		Families and Friendships Relationships – Online and Being Safe Physical Health and Mental Wellbeing Democracy		Families and Friendships Relationships – Online and Being Safe Physical Health and Mental Wellbeing Democracy	

KS2 Example:

Year 4						
Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religious Education	People (Family Tree) Judaism	Building Bridges (Reconciliation) Gifts (Advent)	Called (Conformation) Giving and Receiving (Rites)	Community Self-discipline (Lent)	New life (Pentecost) Islam	God's People (CAFOD) Hinduism
Shared Reading	The Iron Man by Ted Hughes		Anglo-Saxons and Vikings – Usborne History of Britain William Shakespeare's Macbeth retold by Bruce Coville		Charlie and the Chocolate Factory by Roald Dahl	
English	Bike Boy by Jane Considine Locomotive by Brian Floca	Escape from Pompeii by Christina Balit Winter's Child by Angela McAllister and Graham Baker-Smith	The River by Valerie Bloom Until I Met Dudley by Roger McGough	How to Live Like a Viking Warrior by Anita Ganeri Macbeth by William Shakespeare – Andrew Matthews' version	The Story of St Cuthbert by Sarah Lee Journey by Aaron Becker	The Lost Thing by Shaun Tan The Boy Who Biked the World: On the Road to Africa by Alastair Humphreys
Mathematics	Number and Place Value Addition and Subtraction	Geometry – perimeter Multiplication and Division	Fractions Decimals Geometry- area Statistics	Measurement - area Geometry – Position and Direction Time	Money Geometry- angles and shapes Revision and recap of place value, addition and subtraction,	Revision and recap of multiplication and division, fractions, statistics, geometry
Science	Animals including Humans – digestion and teeth	States of Matter – solids, liquids and gases and the water system	Electricity – circuits, insulators, conductors and switches	Sounds – vibration, pitch, sound travel, soundproofing, telephone	Living Things and their Habitats – grouping, classification, habitats and the environment	
Computing	Computer systems and networks (Teach Computing Curriculum Y4)	Creating Media – Audio Production (Teach Computing Curriculum Y4)	Programming – Repetition in Shapes (Teach Computing Curriculum Y4)	Data and Information – Data Logging (Teach Computing Curriculum Y4)	Creating Media – Photo Editing (Teach Computing Curriculum Y4)	Programming – Repetition in Games (Teach Computing Curriculum Y4)
Humanities	Railways – industrial revolution, first trains, George Stephenson	Extreme Earth – climates, earthquakes, tsunamis, volcanoes	Anglo-Saxons – where they came from, Sutton Hoo, language origins	Vikings – where they came from, Lindisfarne, Danelaw, opinions	Holy Island – physical geography, tourism, wildlife and the island's importance to Christians	Countries of the World – capital city, country, continent, African study

Art	Formal Elements of Art – exploring a variety of media to create repeating patterns (Kapow)		Art and Design Skills – Illuminated Letters (Lindisfarne Gospels) - to improve mastery of art and design techniques, record observations and revisit ideas		Every Picture Tells a Story – Famous artists' styles – to develop analytical skills to respond to and interpret a painting (Kapow)	
Design and Technology		Adapting a Recipe – to evaluate a recipe, adapting a recipe, producing a product within a budget (Kapow)		First Mechanical Systems – making a slingshot – to design considering kinetic energy and air resistance (Kapow)		Textiles – African Batik Fabric Design – to investigate colour, pattern, texture and culture. Create a Batik design
Modern Foreign Languages (French)	Presenting Myself	Family	Goldilocks	Habitats	The Classroom	My Home
Music	Mamma Mia (Charanga)	Ukulele (Gateshead Music Service)	Stop! (Charanga)	Ukulele (Gateshead Music Service)	Blackbird (Charanga)	Ukulele (Gateshead Music Service)
Physical Education	Swimming Grassroots: Basketball/Netball	Swimming Grassroots: Gymnastics - Floor Work	Orienteering Grassroots: Gymnastics - apparatus	Hockey Grassroots: Dance	Tennis Grassroot: Cricket	Athletics Grassroots: Rounders
Relationships and Health Education	Families and Friendships Relationships – Online and Being Safe Physical Health and Mental Wellbeing Democracy		Families and Friendships Relationships – Online and Being Safe Physical Health and Mental Wellbeing Democracy		Families and Friendships Relationships – Online and Being Safe Physical Health and Mental Wellbeing Democracy	

11. Reading and Phonics Interventions

Phonics Intervention: Children who are unable to access the current daily phonics teaching in class will have phonics intervention at least 3 times per week for 15-20 minutes. The sessions will be 1:1 or small groups of no more than 4 children. This intervention will be led by a trained TA and will use the Rocket Phonics programme at a level the child or children are able to access.

Boosting Reading Potential (BRP): Boosting Reading Potential is a 10-week intervention programme delivered one-to-one, by a trained teaching assistant, three times a week.

Each session lasts 15 - 25 minutes and includes:

- Practising independent reading skills on familiar and unfamiliar texts which will need to be returned daily.
- Ongoing assessment analysing pupils' reading styles looking for substitutions, mispronunciations, omissions, attempts, repetitions, self-corrections and appealing for help.
- Working on unfamiliar texts with support, leading to independence and enhanced understanding.
- Developing your child's sight vocabulary and fluency alongside their phonological awareness in reading and writing.

The BRP programme supports the acquisition of good reading skills and is specifically designed to improve the way children read, enabling them to be independent problem-solvers who read with understanding and enjoyment.

The three BRP sessions will take place across the week. There is an expectation that each child continues with their normal home reading books, and brings the book back to school daily, so that they can be used in the BRP session.

BRP is an intensive reading support programme, which seeks to build up early reading skills. School conduct assessments prior to and post the completion of the programme to demonstrate its impact and to assess if children require further intervention. Research tells us that if the children who require early intervention receive an intensive support programme, then they are more likely to maintain progress with their peers, as they move up the school.

Other reading strategies, interventions and assessments to support reading and language acquisition:

- York Assessment of Reading for Comprehension (YARK)
- Salford Sentence Reading and Comprehension Test by Colin McCarty
- Reading Between the Lines: *Teaching children to understand inference* by Catherine Delamain & Jill Spring
- Colourful Semantics: *A resource for developing children's spoken and written skills* by NHS Forth Valley
- The British Picture Vocabulary Scale

12. Assessments

Assessments will be undertaken in various forms, including the following formative and summative assessments:

- Talking to pupils and asking questions.
- Discussing pupils' work with them.
- Marking work against the learning objectives.
- Pupils' self-evaluation of their work and their peers' work.
- Classroom tests and formal reading exams.

For further information and details on assessment at St. Joseph's, please see both our English and Assessment Policies.

13. Fostering a Love of Reading

At St. Joseph's, we continually strive to develop our reading for pleasure opportunities, as we understand that it is vital children are supported to develop a love of reading. In addition to the reading strategies shared in the document above, we believe it is just as important to provide children with further opportunities to enrich the curriculum and their love of reading. We have outlined some of our strategies below, however this list is not exhaustive.

- **Author Workshops:** To further promote reading for pleasure, workshops with children's authors take place each year. During these workshops, pupils take part in engaging activities to promote reading whilst having fun. Pupils also have the opportunity to purchase copies of books that have been signed by the author.
- **Reading Buddies:** KS2 children read with KSI children once a half term. This aids in promoting a love of reading and developing transitional links between schools.
- **Library Visits:** Visits to our local library are offered to ensure children are familiar with libraries and are encouraged to go with an adult in their own time. Children are offered the opportunity to choose a book to borrow.
- **Book Fayre:** Yearly Scholastic Book Fayres are held in school, enabling children and parents/carers to purchase books.

Yearly Reading Events:

- **National Poetry Day:** National Poetry Day is celebrated annually on the first Thursday in October and it is a mass celebration that encourages everyone to make, experience and share poetry with family and friends. National Poetry Day's aim is to come together and share voices, words and stories, which help to bridge understanding in our community. Each year there is a different theme to focus on.
- **Christmas Carol Concerts and Performances:** During the month of December, children in KSI prepare and learn a script and songs for a nativity performance. KS2 children, retell the Christmas story through narration and Christmas carols. This allows the children to develop their speaking and listening, oral literacy, reading and performance skills.
- **World Book Day:** World Book Day is celebrated annually on the first Thursday during March. Children are encouraged to dress up as their favourite book character and share an extract of their favourite book. The day is filled with a variety of reading and performing opportunities to encourage and foster a love of reading.
- **Shakespeare Week:** Shakespeare Week is an annual national celebration near the end of March, organised by the Shakespeare Birthplace Trust, giving primary school aged children a chance to have a great first encounter with Shakespeare - his characters, stories and language.
- **Performance Poetry Week:** Each year, during the summer term, we hold a performance poetry week. This allows the children an opportunity to become immersed in poetry, both contemporary and classical and develop their oral literacy skills. Children learn and memorise poems off by heart and take part in a whole class poem and solo performances shared with the rest of the school community in an assembly.

Monitoring & Review:

This policy was reviewed and updated in March 2023

By R. Nutton – English Lead

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



www.libraryshed.com © 2017

KS2 Reading Vipers

Vipers is a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents which can be found online here: <https://www.gov.uk/government/publications/key-stage-2-english-reading-test-framework>

Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph



www.libraryshed.com © 2017

Appendix 2:

Core Text Overview

St Joseph's Catholic Infant and Junior Schools, Birtley



EYFS

Term	Autumn		Spring		Summer	
Core Texts	           		      			
Supplementary Texts	  		     		   	
Shared Readers	 		 		 	
Poetry	Nursery rhymes Chop Chop (Harvest)	Nursery rhymes 5 Little Pumpkins (Halloween)	The Worm that Wouldn't Wiggle – Steve Attewell	Nut Tree by Julia Donaldson	Little Rabbit Foo Foo Michael Rosen	The Booktime of Fantastic First Poems (June Crebbin)



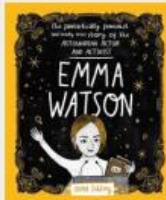

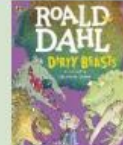
Year 1

Term	Autumn	Spring	Summer
Core Texts	   	  	    
Supplementary Texts	  	 	 
Shared Readers	   	     	  
Poetry	 	 	<p>Arctic haiku by Christopher J. Wilson</p>

Year 2

Term	Autumn	Spring	Summer
Core Texts	   	  	  
Supplementary Texts	  	   	   
Shared Readers	 	 	 
Poetry	 		  

Year 3

Term	Autumn		Spring		Summer		
Core Texts				 ★ 		 ★ 	
Supplementary Texts	★ 	★ 	★ 	★ 			
Shared Readers				★ 			
Poetry	 ★ Autumn poetry pack						

Year 4

Term	Autumn		Spring		Summer	
Core Texts		 	 	 	 	 
Supplementary Texts						
Shared Readers						
Poetry						

Year 5

Term	Autumn		Spring		Summer	
Core Texts						
Supplementary Texts						
Shared Readers						
Poetry						

Year 6

Term	Autumn		Spring		Summer	
Core Texts				SATs revision 		
Supplementary Texts	 	Fantasy stories extracts				
Shared Readers		 				
Poetry						