**The Teaching of Reading at Holy Name.**

At Holy Name we aim to make all our children readers. We aim to ensure a balance mix of approaches to reading, so that our pupils can achieve: the skills required, a positive attitude and confidence as well as interest and a lifelong love of literature. We aim to make exciting texts accessible to pupils via stimulating classroom reading areas and inviting library areas, which cater for all abilities, with the inclusion of appropriately levelled books.

We aim to provide all children with appropriate home reading books to share with parents as soon as they are ready. These include a choose book, and a phonics book linked to current learning. In addition, children in Reception and Key Stage 1 will take home speed sound charts and word cards to support phonics

EAL children will also be given a book from The Rainbow Reading Scheme. This will entirely be used in school following the online program, in KS2.

**Phonics Program**

At Holy Name we follow Read Write Inc systematic synthetic phonics programme from Nursery to completion of the programme in Year 2. There will be some children who continue to be supported by Phonics in Key Stage 2. Throughout EYFS and Key Stage 1, children are assessed regularly and placed into specifically targeted phonic groups which cater for their stage not age. As previously mentioned some phonic groups move into Key Stage 2 as catch up groups.

**Whole Class Reading**

Once children have completed the RWInc programme, staff will progress into reading objectives which are specific to the child’s Year Group or stage. They will engage with stimulating texts reading both extracts and full texts across the week, reading independently, in Talk Partners and chorally as a table or whole class. Teachers will plan activities which will develop children’s skills in reading comprehension, unpicking key language, reading around the word, skimming and scanning, using inference and deduction skills to develop meaning, then predicting what will happen and summarizing events that have occurred. Regular reading opportunities will help develop children’s reading fluency and stamina.

**English Lessons**

Teachers plan their English lessons weekly around *Pathways to Write*, in KS2 and part of the year in Y2, where they unpick a specific text, which is divided daily into sections of a book, or texts. In EYFS, English is now planned through RWInc, in addition to topic based story. The emphasis is on reading skills and developing sound knowledge, which then transmits into writing skills.

This reading focus, from both schemes are the stimulation for all writing elements during each week. In *Pathways to Write*, by the end of the units, each child will write to a specified outcome. This will ordinarily take around five to six weeks. During this, the children are honing skills in inference and deduction and discussing in depth every element of the text. These sessions will aim to address reading objectives specific to the class’s stage or National Curriculum for their year group. Tasks which follow this element of the lesson will be differentiated appropriately to the children in each class.

**Individual Reading**

Teachers will aim to independently hear children read at least once a week, either through 1:1 reading or guided reading. Those children in EYFS and Key Stage 1 will be heard as many times as possible. This 1:1 reading opportunity should provide a valuable chance for staff to assess the progression of a child’s development. Accelerated reader will provide an excellent on-line opportunity for the children in Key Stage 2 to read and do online assessments about the book the child has read. The children are tracked through their time in school and are supported by our reading schemes, at the stage each child is at. Accelerated Reader provides an in-depth analysis termly of where each child is and they are placed on our reading scheme appropriately. Children in EYFS and Key Stage 1 will be assessed through their phonic stage for 1:1 reading.

Our children will have a minimum of three books; a phonic book, big bag book and a library reading book, in Reception to the end of year 1. They will begin Year 2 the same way.

As the Year 2 children progress from Read Write Inc on to Pathways to Write (for English lessons) they will have two books: An Oxford Reading Tree book and a library book.

As the children move to Year 3, some will retain ORT and a Phonic book, for those who need Read Write Inc. intervention.

All the children will begin Key Stage Two, with an Accelerated Reader diagnostic test. In Year 3, Year 4, Year 5 and Year 6. Some of the children who are below Age Related Expectation, (i.e. in Year 3 must have a reading age above the age of 7) will have an Oxford Reading tree book and an Accelerated Reader book. This system will remain in place until the children reach the ARE for their year group. Those children who do achieve ARE across Key Stage Two, will only have an Accelerated Reader book and complete assessments after reading each book, as with all Accelerated Reader books.

Each child who is on Oxford Reading Tree will be heard read individually every week at least once by an adult in school.

**Guided Reading**

Children are mainly divided into guided reading groups, but will sometimes complete guided reading as a whole class. The essence of this task is to unpick a text and use 8 reading strategies to develop understanding of a text:

* summarising
* clarify
* predict
* retrieve
* language choice
* infer
* structure and organisation
* compare

A focus should be identified for each session. The sessions will last 30 minutes on average and will be part of the class timetable. The school is currently following a range of formats, as long as one of the above eight strategies are covered in sessions throughout the term and year.

**Interventions**

Our Intervention provision for reading begins in Early Years. The initial focus will be through RWInc 1:1 intervention strategies for phoneme recognition, blending and reading of tricky words. The school follows a specific 1:1 programme from RWInc. Those children requiring intervention in Key Stage 1 also follow RWInc for phonics, but move onto our Interventions timetable for a series of 1:1 sessions with our Interventions manager, who develops a bespoke program for each child using precision teach methods. The very targeted approach continues into KS2, again with Precision Teach methods and development of phonics, through RWInc and also comprehension skills.

Our EAL children are assessed on entry to school and then are additionally supported with reading by being placed on our intense Rainbow Reading program, in addition to support in class generally.

**Assessment**

Staff will assess the children formatively throughout the year through 1:1 reading, whole class/shared reading and guided reading sessions. Children from Year 1 to Year 6 will sit termly Pira reading tests which give a summative assessment for each child. Each child from Year 3 to Year 6 will also attempt a Star Reading test, through Accelerated Reader, which is both summative and diagnostic and again carried out termly. Those children on the SEN register are also tested termly using a York Reading Test.

Phonic assessments are carried out regularly to ensure that children are making age related progress through RWInc.

**Reading Scheme:**

Oxford Reading Tree (KS2)

Rainbow Reading (KS2)

Accelerated Reader(KS2)

Read Write Inc Book bag books

RWInc Phonic books

Class libraries, banded books