



Home Reading Books at St Paul's

Our priority is both the teaching of reading knowledge and the enjoyment of literature, enabling children to become lifelong, confident readers.

Children are encouraged to read every night at home, as per our homework policy. For children who are working at Phase 5 or below in phonics, they will receive a fully decodable book linked to their phonics learning that week. These books are clearly labelled so you are aware of the focus sounds within the text.

Children who are working at phase 6 or above, or children in Key Stage 2, will receive a book from our coloured book band scheme to read each week. Children who are capable and confident readers, may be placed on our Free Readers scheme, where they can choose a book from the class or school library or a book from home. All reading is monitored at least weekly, including Free Readers, through reading records.

Our reading books are selected from a range of high-quality schemes such as Oxford Reading Tree, Treetops and Project X. We ensure your child has access to a wide range of genres including non-fiction so we can cater for all interests.



How do we develop reading at St Paul's?

The teaching of reading in EYFS; (Reception)

- Daily phonics teaching. Some children may also receive additional phonics sessions
- Weekly guided reading sessions (starting in Autumn 2)
- After the children have settled into school, at the soonest opportunity, children will be sent home with a fully decodable book linked to their phonics learning.
- Phonics packs/activities are sent home as part of the children's homework
- Children are provided with a Spelling Shed log in and password to access at home with adult support
- 1:1 reading with an adult at least once a week. This is then recorded in the child's reading record
- Shared reading
- Dedicated whole class book time at the end of every day
- Use of images to promote children's vocabulary and retrieval and inference skills
- Access to the school library every week where children can take a book home to enjoy with their family
- Attractive and inviting reading areas in class
- Displays with texts for children to read
- Role play/provision areas to be set up with key words for children to read

The teaching of reading in KS1; (Year 1 and 2)

- Children are exposed to high quality literature in all subjects
- Reading has a strong emphasis in all subjects. Topic related books are purchased for children to have in the classrooms
- Daily phonics teaching. Some children may also receive additional phonics sessions
- Weekly guided reading sessions
- Children will be sent home with a reading book from the reading book band or a fully decodable book if children are working at Phase 5 or below
- Phonics packs/activities may be sent home as part of the children's homework
- Lesson planning will follow the reading to writing process with an emphasis on high quality reading and text analysis to be catered for including a range of active reading strategies
- Children are provided with a Spelling Shed log in and password to access at home with adult support
- 1:1 reading with an adult at least once a week, where able. This is then recorded in the child's reading record
- Priority readers to take place each week for children who are in the bottom 20% for attainment or for children who do not have the opportunity to read at home
- Shared reading
- Dedicated whole class book time at the end of every day
- Use of images to promote children's vocabulary and retrieval and inference skills
- Access to the school library every week where children can take a book home to enjoy with their family

- Attractive and inviting reading areas in class
- Displays with texts for children to read
- Role play/provision areas to be set up with key words for children to read
- Displays including working walls will contain key vocabulary related to that subject
- Children will have access to dictionaries and thesaurus
- Reading catch up tuition for identified children (1:3)

The teaching of reading in KS2; (Year 3-6)

- Children are exposed to high quality literature in all subjects
- Reading has a strong emphasis in all subjects. Topic related books are purchased for children to have in the classrooms
- Some children may receive additional phonics sessions as part of their Individual Education plan or through targeted support (for example Bounce Back Phonics)
- Weekly guided reading sessions
- Children will be sent home with a reading book from the reading book band including a fully decodable book if children are working at Phase 5 or below
- Confident and capable readers will become part of our Free Reading Scheme
- Lesson planning will follow the reading to writing process with an emphasis on high quality reading and text analysis to be catered for including a range of active reading strategies
- Children are provided with a Spelling Shed log in and password to access at home as part of their weekly homework
- Priority readers to take place each week for children who are in the bottom 20% for attainment or for children who do not have the opportunity to read at home
- Shared reading
- Dedicated whole class book time at the end of every day
- Use of images to promote children's vocabulary and retrieval and inference skills
- Access to the school library every week where children can take a book home to enjoy with their family
- Attractive and inviting reading areas in class
- Displays with texts for children to read
- Displays including working walls will contain key vocabulary related to that subject
- Children will have access to dictionaries and thesaurus
- 'Seeds and Gardeners' takes place in Year 1/2 and Year 6 where children are reading role models and listen to younger children read
- Lexia for identified children to take place 3 times a week
- Reading catch up tuition for identified children (1:3)

Developing a love of reading

To ensure children leave us with a life-long reading habit and a love of books, reading for pleasure is prioritised across school and books are central in our classrooms and teaching

- Whole school reading challenge
- Weekly class library sessions
- Attractive and inviting book corners in each classroom
- Authors and story tellers are invited into school including poets
- Dedicated whole class reading time at the end of the day
- Book swap stations located across school
- Rich and varied opportunities are provided for across the curriculum: topic books, news articles via Picture News, magazines etc
- School book fairs
- Sharing local library reading competitions
- Celebration of book events such as 'World Book Day'

Guided Reading



EYFS (Reception)

Guided Reading in EYFS takes place once a week following the traditional reading carousel. Sessions are delivered 1:6 using books from the guided reading book band. As well as this, whole class shared reading sessions are delivered weekly through the use of images to encourage comprehension and speaking and listening skills.

Key Stage One (Year 1 and 2)

Guided reading is delivered through whole class guided reading sessions and smaller 1:6 guided reading sessions. During weekly whole class reading sessions, all children, regardless of abilities, participate in the sessions to allow exposure to high level vocabulary and high-quality texts. Additional guided reading sessions should be planned for in a smaller groups for SEND children or children in the bottom 20% for attainment.

In addition to this, children in Year 2 have additional sessions focussing on comprehension in preparation for the Statutory Assessments.

Key Stage Two (Year 3-6)

Guided reading in Key Stage Two is delivered through whole class guided reading sessions. All children, regardless of abilities, participate in the sessions to allow exposure to high level vocabulary and high-quality texts.

Additional guided reading sessions should be planned for in a smaller groups for SEND children or children in the bottom 20% for attainment.

Whole class reading sessions can be planned for 3 20 minute sessions and cover a range of active reading strategies.

Comprehension tasks and individual reading tasks should take at least once a week to develop and improve children's retrieval and inference skills.

Children should be exposed to a wide range of high quality texts covering a range of genres. Children should be accessing books which they would not normally read at home. These texts should be rich in vocabulary.

How do we develop writing at St Paul's?

At St Paul's, we strive to create an environment that will promote both reading and writing. In order to ensure that all pupils learn to be confident writers we encourage children to write creatively whilst teaching key writing knowledge explicitly and systematically.

- Using the Lancashire Key Learning/Learning and Progression/National Curriculum documents in writing focussing on knowledge of vocabulary, composition, grammar, punctuation, spelling and handwriting.
- Providing a wide range of contexts for writing throughout the curriculum with a strong emphasis on cross curricular writing and writing for real life purposes.
- Teaching focussed key writing and spelling strategies across KS1 and KS2 (10 minute daily skills sessions in all learning groups every day)
- Encouraging and promoting a process of planning, drafting and redrafting, edit and improve.
- Use of ICT to present work in a variety of forms.
- Opportunities for shared, guided, modelled and collaborative writing.
- Visual and Kinaesthetic stimuli to prompt writing.
- Allowing 'Fix it' time for children to respond to marking feedback and make improvements through high quality editing

- Use of Role Play across both key stages where appropriate.
- Use of ICT resources such as Interactive Whiteboards/ Video clips.
- Use of Drama and strong emphasis on Speaking and Listening activities.
- High expectations for handwriting throughout school (using a cursive approach-see separate policy)
- Examples of writing are celebrated and displayed across school
- Genres are chosen to match the expectations from the National Curriculum and build on prior learning
- Throughout units of work, children should be provided with plenty of opportunities to develop their writing knowledge through short and short/long writing opportunities
- At the end of a unit of work, children will write their own outcome which will be supported by the teacher through modelling. This is known as **Outcome One**.
- Shortly after the end of the unit, children should be given the opportunity to write an independent piece of writing of the same genre (e.g another information text or fantasy story). This should not be modelled by the teacher. This is known as **Outcome Two**.
- The children should then be provided with the opportunity to write another text of the same genre through their cross curricular writing. This should not be modelled by the teacher. This is known as **Outcome Three**.

APPROACHES TO SPELLING

Spelling knowledge is taught weekly following the Spelling Shed scheme. This is additional to the spelling knowledge to be covered using the Lancashire Key Learning documents. The length of time spent teaching spelling each week is dependent on the knowledge to be covered. Spelling should be taught in a variety of interesting and fun ways using a range of resources.

Children should have access to a dictionary in every lesson and the spelling lists for their year group are stuck in their English book and are visible in the classroom for reference.

Spelling homework should be given every week from year one and children should take part in a spelling 'quiz' every week. Please see the homework policy for more details.

Interventions should be delivered for children who are at risk of not meeting their end of year expectations such as AcceleRead, AcceleWrite/Lexia, Toe by Toe, IDL.