

**THE FEDERATION OF GUARDIAN ANGELS' AND
OUR LADY OF LOURDES RCPS
READING POLICY**

Policy approved by: Governors	Date: February 2026
Last reviewed: February 2024	
Next review: February 2028	

Mission Statement

We follow in the footsteps of Jesus to love, learn and grow.

Our Own Grown Curriculum

Our own grown curriculum provides every child with a Catholic education based on the life and teachings of Jesus Christ in which our schools Mission Statement and the Gospel Values underpin all aspects of school life.

We recognise and celebrate that every child is made in the image and likeness of God.

Our curriculum is inclusive and meets the needs of every child in our school.

We have grown a curriculum that is progressive and sequential, creative, challenging, fun and enriching. The curriculum provides every child with the knowledge, skills and experiences to become excellent lifelong learners and equip them to embrace the diverse and ever changing world that we live in.

Purpose of this policy

This policy reflects the aims and values of The Federation of Guardian Angels' and Our Lady of Lourdes RCPS. It ensures all stakeholders, including staff, governors, parents and children, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum

Our Vision

Within the Federation of Guardian Angels' and Our Lady of Lourdes RCPS, we believe that Reading is a fundamental skill which enables children to access all areas of learning, ensuring they can make progress and succeed. We aim to provide children with a literacy-rich environment, high quality texts and inspiring learning opportunities, which will help them to gain a life-long enjoyment of reading and books. Children are taught to read accurately, fluently and with understanding. Children are shown how to apply a knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed and how to read with expression, clarity and confidence. We develop a good linguistic knowledge of vocabulary and grammar as well as teaching children how to read and respond to a wide range of different types of texts to develop a deeper level of emotional intelligence and empathy.

Aims and outcomes

By the end of Year 6, children should:

- Maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; reading books that are structured in different ways and reading for a range of purposes; increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions; recommending books that they have read to their peers, giving reasons for their choices; identifying and discussing themes and conventions in and across a wide range of writing; making comparisons within and across books; 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
- Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; asking questions to improve their understanding; drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; predicting what might happen from details stated and implied; summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas; identifying how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Provide reasoned justifications for their views

Teaching and learning of Reading

Our children are taught in an English rich environment where the all-encompassing nature of English will be reflected in the cross-curricular links for reading, writing and speaking and listening. The English curriculum draws on a variety of teaching/learning approaches and we strive for a balance between those that concern the child's individual developing use of language and those that concern the knowledge about language and literature. Read Write Inc is taught in EYFS and KS1. Teachers deliver English lessons through whole, quality texts chosen for high levels of pupil engagement and links to topic areas where appropriate. The mode of working in English is a balance between whole class teaching, teacher directed group work and independent working.

Reception, Year 1 and Year 2 - Read, Write, Inc scheme as well as Literacy/English lessons with a text focus.

Years 2-6 – Weekly Reading Comprehension lessons; English lessons with a focused text.

Reading Curriculum Overview

Reception											
PD	Literacy	Maths	UTW					Expressive Art and Design			
Sport	English	Maths	Religion	Science	History	Geography	Computing	Art	Music	D&T	Role-Play
September			October			November			December		
The Colour Monster Goes to School Simon Sock			How to Catch a Star The Three Little Pigs Happy in Our Skin			(Nursery Rhyme Week) We're Going on a Leaf Hunt The Night Before My Birthday			The Christmas Promise The Christmas Pine		
January			February			March			April		
Dot in the Snow Penguins Lunar New Year			The Ugly Five The 3 Billy Goats Gruff Dogger			The Run Away Pancake The Castle the King Built Where is the dragon Jack and the Beanstalk			Caterpillar and Bean The Story of Easter		
May			June			July					
Shark in the Park The Boy who Sailed the World The Picnic Problem			Emma Jane's Aeroplane I really Want to Win The Tortoise and the Hare			Beside the Sea: Seaside Holidays then and Now A Letter from your Teacher					

Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Fantasy Narrative Man on the Moon	Familiar Setting Narrative Owl Babies	Unfamiliar Setting Narrative Lost and Found	Traditional Tale The Gingerbread Man	Familiar Setting Narrative Billy and the Beast	Fantasy Narrative Ossiri and the Bala Mengro
Non Fiction	Instructions <i>How to get to Space</i>	Recount I Spy Autumn <i>Autumn Walk</i>	Non Chronological Report Big Cat Arctic Life by Sean Callery <i>Write about the Arctic</i>	Instructions <i>How to make a Gingerbread Man</i>	Non-Chronological Report Young Explorer World of Plants – What is a Plant? and Where do Plants Grow? <i>Write about plants</i>	Recount <i>What makes Bury special? Local Area Walk</i>
Poetry	Alliterative Lists Alphabet Poem By Michael Rosen	Simple riddles National Geographic Animal Riddle Book	Alliterative Lists Pineapple by Vyanne Samuels	Lent	Innovate a Well-Known Rhyme (Written) There was a Crooked Man by James Orchard Halliwell	Performance Poetry There was an Old Lady Who Swallowed a Fly by Alan Mills

Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Familiar Setting Narrative The Disgusting Sandwich	Unfamiliar Setting Narrative Be More Bernard	Historical Narrative Vlad and the Great Fire of London	Geographical Narrative Meerkat Mail	Traditional Tale Jack and the Beanstalk	Classic Fiction Paddington, The Original Story of the Bear from Peru
Non Fiction	Instructions <i>Recipe for a sandwich</i>	Non Chronological Report Big Book of the Blue <i>Sea Animals</i>	Recount Who Was Samuel Pepys? <i>Diary entry</i>	Instructions A Kid's Guide to Kenya <i>How to get to Kenya</i>	Recount <i>School Trip</i>	Non-Chronological Report Look What I Found at the Seaside – National Trust <i>Blackpool</i>

Poetry	Acrostics Autumn	Quatrain – AABB/ABAB/ ABCB Rumble in the Jungle and Commotion in the Ocean	Shape Poems Word Whirls by John Foster	Lent	Acrostics Name Acrostics – (Roald Dahl Teacher's Pet)	Performance Poetry Solo with Chorus by Rose Fyleman
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Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Unfamiliar Setting Narrative The Tin Forest	Traditional Tale The Wolf's Story (Twisted Fairy Tales)	Familiar Setting Narrative Zoo	Geographical Narrative A Pebble in my Pocket	Familiar Setting Narrative The Boy Who Grew Dragons	Fantasy Setting Narrative Classic Fiction The Iron Man
Non Fiction	Instructions <i>How to create a beautiful forest</i>	Non Chronological Report Live Like a Hunter Gatherer: Discovering the Secrets of the Stone Age <i>Stone Age animal</i>	Recount One, Zoo, Three (CBBC) <i>A day in the life of a Zookeeper</i>	Explanation DKfindout! Volcanoes <i>How do volcanoes erupt?</i>	Non- Chronological Report Everything: Ancient Egypt (National Geographic Kids) <i>Egypt</i>	Explanation DKfindout! Robots <i>How to make a robot</i>
Poetry	Narrative with Rhyme	Question and Answer Poems What is Pink? By Christina Rossetti	Haiku Six Weather Haiku by George Hunter	Lent	Tanka A Tanka Poem by Iain Mackay	Performance Poetry The Sound Collector by Roger McGough

Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Familiar Setting Narrative Leon and the Place Between	Historical Narrative How to Train Your Dragon	Myths and Legends Theseus and the Minotaur (Greek Myths)	Playscripts James and the Giant Peach	Fantasy Setting Narrative Cosmic	Classic Fiction The Chronicles of Narnia – The Lion, the Witch and the Wardrobe
Non Fiction	Instructions <i>How to perform a magic trick</i>	Recount Exploring Great Rivers <i>Burrs Trip (River Irwell)</i>	Non Chronological Report See Through The Ages – Ancient Greece <i>Ancient Greece</i>	Explanation Discovering the United Kingdom – All About England <i>Why do people travel the world?</i>	Persuasion Eyewitness – Space Exploration and Space Explorer – Working in Space <i>Should everyone get a chance to go to space?</i>	Non- Chronological Report What A Waste: Rubbish, Recycling, and Protecting our Planet (Protect the Planet) <i>How to look after our environment</i>
Poetry	Limericks There was an old lady who lived in a hut	Monologue The Margog	Metaphor Poems Don't Be Scared by Carol Ann Duffy	Lent	Monologue Unhappy Here by Shel Silverstein	Performance Poetry Macavity: The Mystery Cat by T.S. Eliot

Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Setting Description There's a Boy in the Girls Bathroom	Unfamiliar Setting Narrative Clockwork	Myths and Legends Beowulf	Classic Fiction The Demon Headmaster	Playscripts The Cursed Child	Familiar Setting Narrative Wonder
Non Fiction	Instructions <i>Friendship Potion</i>	Newspaper Report Ghosts – Horrible Histories <i>Newspaper Report on ghost sighting</i>	Explanation Step Into...The Viking World <i>Viking Longboat</i>	Persuasion <i>We shouldn't have to wear school uniform.</i> <i>Would longer playtimes increase productivity?</i>	Non- Chronological Report Slavery (Civil Rights Stories) <i>The Slave Trade</i>	Discussion <i>Is a person's identity based on how they look or is it based on how they live?</i>
Poetry	Cinquain	Simile and Metaphor The Night Will Never Stay by Eleanor Farjeon	Personification Snow and Snow by Ted Hughes	Lent	Cinquain Summer by Edwin Tanguma	Performance Poetry Rum Tum Tugger by T.S. Eliot

Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Fiction	Setting Description How to Live Forever	Historical Narrative Letters from the Lighthouse	Geographical Narrative Journey to the River Sea	Unfamiliar Setting Narrative The Tale of the Three Brothers	Fantasy Setting Narrative The Girl of Ink and Stars	Classic Fiction Romeo and Juliet
Non Fiction	Instructions <i>Immortality Potion</i>	Non-Chronological Report You Wouldn't Want to be a Second World War Evacuee <i>Life as an evacuee</i>	Explanation InterFact - Rainforests <i>How does the rainforest survive?</i>	Persuasion <i>Poverty and Inequality</i>	Explanation <i>How has transport in Bury changed?</i>	Discussion <i>Were Romeo and Juliet actually in love?</i>
Poetry	Iambic Pentameter If Music Be the Food of Love...	Sonnets Shall I compare thee to a summer's day? Shakespeare	Narrative Poetry The Jabberwocky by Lewis Carroll	Lent	Classical Poetry The Tyger by William Blake	Performance Poetry The Lion and Albert by Marriot Edgar

Cross-curricular links

Reading shares links with the following subjects:

- English: development of literacy skills through reading, writing and oracy
- Maths: accessing reasoning questions
- RE: reading scripture and producing written responses
- Computing: emails and word processing
- Geography: reading and understanding information; written responses
- History: reading and understanding information; written responses
- Science: reading and understanding information; written responses
- Art and Design: reading and understanding information; written responses
- Design and Technology: reading and understanding information; written responses
- Music: reading and understanding information; written responses
- P.S.H.E.: reading and understanding information; written responses

Assessment

At Guardian Angels' and Our Lady of Lourdes, assessment enables staff to understand what children have learnt before, what they need to learn now and what they will learn next.

Formative assessment

We assess children's work in English from three aspects (long term, medium-term and short-term). We make short-term assessments which we use to help inform our short-term planning. These are closely matched to the teaching objectives and will often be made from day-to-day observations by children and adults. We make medium-term assessments to measure the progress against the key objectives and to help us plan the next unit of work.

Summative assessment

We assess the children using **NFER** Reading Tests and Salford Sentence Reading Assessments to assess fluency (Y2- Y6).

Summative assessment is completed termly, based on the knowledge and skills that the medium-term plan requires as a key focus.

At the end of each school year, children will be assessed within one of the following bands:

- Pre-Key Stage (PKS)
- Working Towards the curriculum (WT)
- Working at Expected (EXP)

- Working at Greater depth (GDS)

Marking

Children receive regular feedback and marking follows the school's marking policy.

Recording of children's learning

In Reading, pupils will record their learning in the following ways:

- Reception – Individual Learning Journey Books
- Years 1-2 – English books, Reading folders for children off the RWI phonics scheme
- Years 3-6 - English Books and English Skills Books (Reading Comprehension lessons)
- SEND Pupils in Years 1-6 and all of EYFS - Seesaw
- School Website

Roles and responsibilities

Executive Headteacher

The Executive Headteacher (with the support from the Head of School) will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

Subject leader

The subject leaders will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

Teachers

Class Teachers will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

Inclusion

Teachers set high expectations for all children in Writing. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able children
- Children with low prior attainment
- Children from disadvantaged backgrounds
- Children with special educational needs (SEN)
- Children with English as an additional language (EAL)

Teachers will plan lessons so children with SEN and/or disabilities can access the teaching of writing, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will adapt and modify their planning and resources to meet the needs of each child.

Teachers will also take account of the needs of children whose first language is not English. Lessons will be planned so that teaching opportunities help children to develop their English, and to support them to take part in writing activities.

Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking and Feedback policy
- Learning and Living Differences (SEND) policy
- Teaching and Learning policy

Monitoring and review

This policy will be reviewed by staff and governors every two years.