



Reading at St. Mary's

Intent

Through our English curriculum, we strive to teach the children how important their reading, writing, speaking and listening skills will be in the real world. By providing an enriched and engaging English curriculum, we develop confident and enthusiastic learners who are equipped with the tools they need to participate fully as a member of society both now and in their future.

Reading is at the heart of all our English lessons and is woven throughout the entire curriculum wherever possible. By reading widely and often and through choosing quality texts, we want children to develop a lifelong love of reading and allow them to recognise the pleasure they can get from their reading. As well as this, we want our pupils to have an understanding that reading allows them to discover new knowledge, revisit prior knowledge and understand more about what they learn, fuelling their imagination for ideas to use in their own work.

Implementation

Phonics:

The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily to all children in Foundation Stage, Year 1 and Year 2. Staff systematically teach learners the relationship between phonemes and the written spelling patterns, or graphemes, which represent them. Phonics is delivered in a whole class format because it enables staff to ensure that all children progress together. This approach also allows application across all subjects, embedding the learning in a rich literacy environment for early readers. Intervention is planned for those children who are working below expected levels or who require additional practice before moving on. We use Floppy's Phonics and we are true to the fidelity of the scheme, starting in the EYs all the way through to Year 2 and into KS2. Floppy's Phonics is visual, audial and progressive and has an array of reading books so that each child, regardless of their ability, has a phonic book that matches the sounds being learnt in class.

Reading Scheme:

School uses a variety of different reading schemes to provide an array of appropriate quality texts for children to read, covering all genres. The schemes incorporated into our reading provision include Oxford Reading Tree and Project X. All books are 'banded' in colours and are ordered according to their stages to ensure progression and challenge for all children. Each child reads independently with their class teacher at least once per half term to ensure that their allocated book is closely matched to their ability. Children who are working below the expected standard within reading are read with on a more regular basis.

Reading across school:

Reading forms the core of our English curriculum and is wove in at every opportunity across the entire curriculum. In order to expose children to a variety of genres, books are purposefully selected by teachers in order to promote a love of reading, engagement and high-quality writing from each child. Where possible, books are chosen with cross-curricular links to give learning more purpose and to make it more memorable. Our chosen books are then used within a learning journey, exposing our pupils to inference, high-level vocabulary, a range of punctuation and grammatical concepts and characterisation.

Opportunities for reading can also be found upon our curriculum Knowledge Organisers, where teachers have identified examples of high-quality texts that can be used as a cross-curricular resource.

All children within Foundation Stage (from Easter), year one (all year) and year two (until January) take part in a weekly guided reading session. In years three to six (and year 2 from Easter), the children take part in whole class reading sessions twice per week. These sessions are all planned by teachers in order to teach the skills of vocabulary, inference, prediction, explanation, retrieval, sequencing and summarising. Within the first session, teachers model high quality, uninterrupted reading before engaging in a detailed discussion to help understand the text in more depth. Within the second session, children are given the opportunity to reread the text in a variety of ways before providing written responses to questions including exposure to more challenging '3 mark' questions which require an extended answer.



Reading for Pleasure:

At St. Marys, we strive to foster a love of reading both in school and at home. To ensure that all children have access to a range of books, all classrooms have a mini library that children are free to use as they wish. Mini libraries contain a reduced number of books, including a section highlighted as the 'teacher's recommended reads'. Children also have access to communal bookshelves within the Key Stage One / Key Stage Two libraries which they are given the chance to visit regularly to enjoy the books on offer and choose a book to read for pleasure if they wish.

We also encourage reading for pleasure within the classroom environment. Children are regularly given opportunities to read a book of their choice within the school day and are also able to listen to the class teacher reading a shared class book most days within a week. This provides a quality model for reading and time for children to enjoy being read to.

Wider experiences:

Reading is not only celebrated during lessons at St. Mary's. Throughout the school year, the importance of reading is enhanced through World Book Day, author visits, parent reading workshops, little libraries, the cosy reading club and reading competitions. We have also previously visited Horsforth Library ensure that children are aware of the vast array of books on offer to them locally. All of these opportunities assist in enriching and complimenting the children's learning.

Impact

- Children will have a love of reading.
- Pupils enjoy reading regularly for information and for pleasure.
- Pupils discuss books with excitement and interest.
- Pupils will have a good understanding of a range of genres.
- All pupils will make progress.
- A high percentage of pupils will pass their phonics screening check.
- The percentage of pupils working at ARE within each year group will be at least in line with national averages.
- The percentage of pupils working at greater depth within each year group will be at least in line with national averages.
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged).
- Children will use their reading skills as a key tool in helping them to learn, and as a result, know more, remember more and understand more.
- Pupils will have a wide vocabulary that they use within their writing.
- Children are confident in taking risks within their reading, challenging themselves to try something different.
- Children are equipped with the tools they need to participate fully as a member of society both now and in their future.