

OUR LADY'S CATHOLIC PRIMARY SCHOOL



We ASPIRE that through the love of Jesus everyone
should

“have life and have it to the full”.

John 10:10

Reading at Our Lady's

Reading at Our Lady's Catholic Primary School

Intent

At Our Lady's it is our intent that children are taught the skills they need to become confident, fluent readers who understand and enjoy what they read. Reading is an essential life skill and therefore is a central component of our curriculum and daily school life. Children must acquire good reading skills in order to access the information that will support their development in all curriculum areas. We aim to foster a love of reading in the children we teach so that they will continue to read for pleasure throughout their lives, therefore improving their imagination, understanding of the world and use of vocabulary.

We promote high standards of fluency and comprehension by equipping pupils with a strong command of the spoken word, developing pace and fluency when reading aloud, developing oral and written comprehension and allowing children's love of literature to flourish through a rich and varied set of texts and books to read for pleasure.

Implementation

To promote high standards of reading, we aim to ensure that all pupils:

- teaching phonics to the highest standard from the start of reception in a systematic way
- promoting a desire and self-confidence to read
- reading aloud easily and fluently to ensure a deeper level of understanding
- reading to the children daily and exposing children to a range of high-quality texts
- develop the habit of children reading widely and often, for both pleasure and acquiring knowledge
- developing children's vocabulary by exposing them to a wide range of vocabulary within the texts they read
- developing an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- are competent in the skills of speaking and listening, asking and responding to questions and participating in discussions, demonstrating understanding of what they have read
- teaching children to use the library effectively
- promoting a home/school partnership in the reading process using structured reading programmes and closely matched texts

Reading feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds. It is our aim that, by the end of their primary education, all pupils at Our Lady's can read fluently, and with confidence in any subject to unlock their full potential.

The teaching of Reading

Our teaching is centred around inspiring and challenging core texts in each year group. Reading takes place across the curriculum where children are encouraged to apply the skills they have been taught in focused reading lessons to any range of texts in each subject. Teaching in whole class sessions across the school focusses on developing pupils' competence in both word reading and comprehension, as outlined in the National Curriculum Programmes of Study for Reading.

Skilled word reading involves both the speedy decoding of unfamiliar printed words 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 is emphasised in the early teaching of reading to secure independent decoding, and we use the Little Wandle programme to achieve this, where a systematic synthetic phonics programme has been adopted. Good comprehension draws from linguistic knowledge (in particular vocabulary and grammar) and on knowledge of the world around us. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of engaging stories, poems and non-fiction texts. During the whole class reading skills lessons, children use VIPERS texts and develop vocabulary, inference, prediction, explanation, retrieval and summarising. Wide and varied texts help to promote a love of reading.

Each classroom has stimulating and inviting book areas, where children can access a range of rich books chosen specifically for them by the class teacher. This facilitates linking learning across the curriculum, allowing children to read wide and varied book choices. These books are read and re-read to develop a love of reading. Pupils visit the school library, allowing them to take stimulating and exciting books to read at home as well alongside their regular home readers.

Early Years Foundation Stage

Intent

To develop each child's ability to read, understand and respond to a variety of texts. To foster a love of reading in children by providing them with opportunities to engage with high quality texts across the curriculum.

Implementation

In Early Years, we teach children to use their phonics skills as the strategy to use when they are reading. Our fully decodable reading scheme books (Big Cat Phonics for Letters and Sounds) are matched to the progression of the Little Wandle scheme. Children are allocated home reading books by the class teacher so that the books are matched to their phonics knowledge. During the 'apply' section of daily phonics lessons, children also use decodable books for paired reading. Decodable books are read in the group reading sessions with the class teacher. Furthermore, reading is a fundamental feature inside and outside the classroom. We have a range of ways in which we promote reading:

- Book areas that are stimulating and accessible owned and loved by children.
- Using core books to plan for children's interests and class topics.
- Having enthusiastic staff who share their excitement of books with children and read books to the children for pleasure.

- Having a range of quality books available in all areas of the classroom.
- Having opportunities for independent writing in all areas of the classroom linked to texts that have been read to the children.
- Listening to and joining in a variety of genres, for example, non-fiction, poems, taped stories, rhymes etc.
- Using story props, story sacks, role-play areas and interactive displays to enhance core books.
- Having well planned, shared reading sessions in which all practitioners are confident to take part.
- Opportunities for children to learn from clearly modelled 'reading behaviours', for example,
 - the recognition that print conveys meaning
 - the left to right directionality of English text and using our reading finger to track and trace written word
 - the purpose of punctuation.

Structured phonics sessions

- Daily 30-minute phonics lessons to help them segment and blend words in order to build up their fluency when reading
- Daily catch up/practise sessions for those at risk of falling behind

Lessons are 30 mins every day and split into several sections: review (5 mins), teach (5 mins), practise (5 mins), apply (15 mins)

We involve parents in understanding the importance of early reading through parents' workshops, newsletters, home shared reading and reading books.

Key Stage 1

Intent

To develop each child's ability to read, understand and respond to a variety of texts. To foster a love of reading in children by providing them with opportunities to engage with high quality texts across the curriculum.

Implementation

Children in KS1 have reading at the heart of their literacy lessons to develop happy, healthy and curious learners who read confidently and independently. Children in Year 1 and Year 2 have daily 30-minute phonics lessons embed the recognition of sounds within words to help improve word reading skills and strategies to engage with texts. We follow the Little Wandle approach and use closely matched, fully decodable books so pupils practise and develop the ability to segment and blend phoneme/grapheme sounds independently at sentence level.

The children in Year 1 and 2 also have whole class reading sessions following The Little Wandle programme, with lessons focusing on decoding, prosody and comprehension.

Skills are developed in a systematic way. Ongoing teacher assessment will identify next steps, and summative assessment will feed into future planning.

Our daily reading sessions develop the skills of decoding, prosody (the patterns of stress and intonation), pace and fluency, comprehension and reading aloud. Books are changed weekly by the class teacher. These sessions facilitate the developing of reading aloud in

groups to an adult. Furthermore, these sessions highlight the importance of reading and re-reading for sense.

Key Stage 2

Intent

Our intent is that children will be able to read a range of texts fluently and with understanding. They will be given frequent opportunities to read for pleasure and to find information that extends and consolidates their learning.

Implementation

Children in Years 3, 4, 5 and 6 children have a daily reading session, which is focused around narrative, non-fiction or a poetry text. Reading skills are explicitly taught by the teacher in a measured way so that children become confident. Children are taught and can practice key reading skills including fluency, expression, inference, word meaning, retrieval and understanding. Oral comprehension takes place within these sessions, especially when developing the skill of prediction and summarising. During these sessions we promote discussion and the reading domains of KS2: author choice, vocabulary, compare, contrast and comment, retrieval, inference, summary and prediction.

Children in Key Stage 2 take a daily reader home from the school/ class library that is matched to their reading level and are encouraged to read at home each day. In addition, all children have a banded book, where weekly they read in a group with an adult to work on fluency, expression and comprehension.

Home Reading

We work in partnership with parents, so pupils develop a love of books and reading. Daily 10-minute reading at home ensures children make good progress in developing reading skills, whatever their age. Children are encouraged to read widely in and out of school and across both fiction and non-fiction genres, which helps to develop their knowledge of themselves and the world in which they live. This establishes an appreciation and love of reading with children gaining knowledge across the curriculum.

Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech, and we welcome parents to have discussions about unfamiliar words read within texts. Books that are sent home in KS2 are closely matched to a child's ability and as such, new vocabulary is developed in a controlled manner.

Planning

Teachers are expected to plan their reading sessions. The Reading Leader, along with the Senior Leadership team, monitor the planning and delivery of the Reading curriculum. Teachers use the strands in the Programme of Study for English from the National Curriculum as guidance, and formative assessment through questioning and discussion ensures that teaching addresses the gaps in children's learning. Appropriate pitch and challenge are planned to enable all pupils to achieve and make good progress.

Little-Wandle Phonics programme

Phonics progress is assessed half-terminally using tracking grids, which record understanding of sounds in isolation and sounds within words. Furthermore, common exception words are tested to ensure that words that are not phonetically decodable are taught explicitly. For formal testing within school - see the assessment policy. This data is used by the Reading team and SLT to track progress, plan accordingly and put in place any additional requirements for specific children.

Assessment

Assessment for learning is ongoing. The staff assess attainment in Reading every term and update the school's data tracking (Insight) using evaluations made on their planning and reading sessions, written assessments of comprehension and independent learning the children have produced – either written or verbal. Any new pupil will be assessed within one week of arriving at our school so that the appropriate level of reading material can be provided and support given to parents.

Equal Opportunities

We recognise that there are children of widely different abilities in all classes and we provide suitable learning opportunities for all children by adapting teaching to support pupils who are not making progress. Groups of pupils who are under-achieving are identified and steps are taken to improve attainment.

- Learning is broken down into achievable steps.
- Small group and one-to-one support are provided where needed.
- Advice sought from external agencies where appropriate.
- Personalised learning programmes including reasonably ambitious targets for all ability groups.
- Adaptations made to the physical environment where necessary.
- Provision of resources to meet individual needs. Most able children are identified and suitable learning challenges are provided, directly linked to enrichment and extension activities.
- Develop confidence to make informed judgements about learning and improve methods of communication. All children are provided with equal access to the English curriculum.

Furthermore, SEND Pupils with difficulties in learning to read or with Special Educational Needs and Disabilities have their needs identified promptly, and interventions provided that will accelerate their progress. Progress is measured and tracked to ensure they are catching up with their peers. In KS1 for example, additional teaching and support is provided through 1:1 reading with an adult, extra guided reading in small groups and daily "Catch up" Phonics sessions.

Rapid Reading – Key Stage 2

Rapid Reading is a catch-up programme used in Key Stage 2 to help improve reading and make accelerated progress. It is a collection of finely levelled fiction and non-fiction books covering a variety of topics and themes to engage children in reading. Rapid Reading is a reading approach to help readers close the gaps in their reading, build confidence, develop core reading skills and most important encourage success.

The rapid Reading program is used with children in KS2 who are not working at age related expectations. This intervention involves children reading at least twice weekly with an adult on a 1:1 or small group basis, and focusing on the key reading skills to aid progress at a rapid pace. This helps to close the gap in their learning.

Furthermore, in KS2 additional teaching is provided through regular reading sessions focusing on pre-teaching of key vocabulary, fluency and expression and comprehension.

EAL “Catch up”

Phonics sessions are provided straight away for new EAL arrivals and our EAL Leader assesses their reading skills promptly with parents being encouraged support their child through the Little Wandle phonics programme and closely matched phonics books used to develop the skill of segmenting and blending written word. Additionally, Staff liaise with parents to encourage them to enjoy bilingual books with their children, asking questions and discussing the book in their home language or in English, supporting their enjoyment of books and their acquisition of English.

Library

The school library has an exciting array of fiction and non-fiction books, newspaper, magazines and other reading materials. It is an inviting environment designed to stimulate a love of reading. Children visit the library to browse, borrow and return books. The library is organised and maintained by children from KS2. These children liaise with the Reading Leader to help coordinate reading competitions and challenges during the school year, and promote a love of reading across the school.