

Reading at Our Lady's Catholic Primary School

INTENT

Reading lies at the heart of the curriculum at Our Lady's. We are dedicated to enabling our pupils to become life-long readers, regardless of their ability, background and opportunities outside school and we believe that reading is key for academic success across all subjects. The aim of our school is to teach every pupil to read well, for meaning and for pleasure. We recognize that the ability to read is fundamental to pupil's development as independent learners and is critical to children's long term life chances. Reading is given high priority at Our Lady's, enabling our children to become enthusiastic, independent and reflective readers across a wide range and types of Literature.

IMPLEMENTATION

Phonics: Phonics teaching at Our Lady's is consistent, well-structured, fast paced and multi-sensory. All children will be taught skills within Read Write Inc. in dedicated phonics lessons in EYFS and Key Stage One. Children will be grouped after being assessed every half term, to ensure that they are in the correct group to meet, yet challenge, their needs.

Teaching Reading: As part of our enriched curriculum, high quality, challenging class texts are used in the basis of our Write Stuff lessons. In addition, whole class shared and guided reading are a fundamental part of lessons, as well as discussion and questioning. High quality texts and passages are chosen, appropriate to the expectations of the year group or ability of children, and teachers use this to model the application of the agreed reading skills. Children are taught to notice breakdown in reading - identifying words/phrases they don't understand and strategies to fix breakdown in meaning. Children are taught to relate the text to themselves, previous reading experiences and the world around them. This is an opportunity to discuss the use of language and widen the children's specific reading skills, features of genre and vocabulary. We inspire pupils to read an exciting range of genre and develop a clear understanding of the structure and language features associated with different text types.

Reading aloud: Reading aloud to children is a vital part of our reading curriculum and takes place in every classroom. It is through this that our reading community is developed. When we read collectively, we have the opportunity to share our thoughts, to listen to each other and to build on each other's interpretations. Through these teaching opportunities, teaching staff foster children's positive attitudes to reading, with reading for pleasure and purpose placed at the heart of the sessions. Staff can draw children into a story or non-fiction text, inviting them to comment, infer and predict. Staff demonstrate early reading behaviours and problem solving strategies whilst modelling fluency, phrasing and expression. Children are intentionally exposed to rich vocabulary, language structures, situations, places and worlds that may be outside of the child's personal experiences. Shared texts may take on many different forms, from traditional books to ICT based texts, from big books to leaflets. Children might not be able to access these books independently but through the nature of the task will be able to appreciate them, make critical judgements which they are encouraged to do, whilst progressing their own reading skills.

Reading at Home: At Our Lady's we firmly believe that regular reading at home is an important tool in developing reading skills. Levelled titles from the Book Trust are given to EYFS for sharing at home to ensure that children experience a wide breadth of reading opportunities across different genres. Children following the Read Write Inc. programme take home the Big Bag Books that are linked to the phonics level being taught in school. The Big Bag Books are fully decodable and support the child's Read Write Inc. Phonics learning in the classroom. All Book Bag Books include notes for parents and carers on how to help their child at home with phonics.

When children have completed the Read Write Inc. scheme they move onto 'Library Books' that are also closely linked to their reading ability and interests. These children also have access to Accelerated Reader - an online programme using real books chosen by the child to read for pleasure. Teachers manage and monitor children's independent reading practice. Accelerated Reader gives children and teachers feedback based on the quiz results, which the teacher then uses to help the child set goals and direct ongoing reading practice.

A Reading Record is used as a liaison between parents and teachers. From EYFS to the end of KS2, parents are expected to listen to their child read, discuss the story/book and write a comment each time they read with their child. Parents are encouraged to question and discuss the content of the book their child is reading, and encourage them to enjoy the text together. Parent's questioning is developed through use of the Parent's guide found in every Big Bag Book and through parents' meetings held both in school and online. All children must bring their reading book and record to school every day.

Children requiring support: Children identified as requiring further support who are not meeting age related expectations (lowest 20%) are given extra opportunities to develop their reading skills. Interventions may take the form of extra one to one reading sessions, pre-teaching activities, small group shared reading, small group phonics activities, phonics teaching in Key Stage 2 or Project X.

Library: Each class has a library area which includes a range of fiction and non-fiction books linked to topics in other areas of the curriculum. Staff and children's personal recommendations are also added to the library. The content of class libraries is change termly to ensure a wide range of diverse text types. Our central school library houses the Accelerated Reader books for children to choose from independently. Non-fiction and reference books are stored centrally in the school library to enable every class access.

We encourage the children to take part in the Summer Reading Challenge which is run by the library service, children are also rewarded in school with certificates and prizes. At Our Lady's we give pupils opportunities to take part in reading competitions and sessions to promote the love of reading, including Extreme Reading Challenges, our own Christmas Reading Challenge and World Book Day activities. Children take part in the 'Reading Buddies' programme where pupils from Y5 and Y6 buddy up with children in KS1 and Reception.

IMPACT

By the time the children leave Our Lady's they are competent readers who can recommend books to their peers, have a thirst for reading a range of genre including poetry and participate confidently in discussions about books. We endeavour to promote skills of evaluating author's use of language and the impact this can have on the reader. They can also read books to enhance their knowledge and understanding of all subjects on the

curriculum and communicate their research to a wider audience. Appropriately targeted support for reading, combined with effective quality first teaching strategies that match the pupils' individual needs means that all pupils' needs are met and they make good and outstanding progress in reading. In the EFYS, KS1 and KS2 teachers use a highly effective range of teaching styles and strategies in lessons to sustain the pupils' enjoyment of and active participation in reading aloud. There is a consistent approach to the teaching of reading throughout the school and this is impacting positively on the standards being reached. The teaching of phonics in Key Stage 1 contributes effectively to raising standards. This is built on in Key Stage 2 and results in Year 6 demonstrating good or better progress for all groups. Reading attainment at expected level and at a greater depth was substantially above both national and local levels (21/22).

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