

St William of York Catholic Primary School

Reading Statement

Intent:

We aim to ensure that all our children develop into confident, independent and engaged readers by equipping them with the knowledge, skills and attitudes necessary to read with fluency.

We believe that fluency is the ability to read clearly and accurately with appropriate tone and intonation, whilst also having a clear and expressible understanding of the content of the text. For this to happen, children must be secure in the skills of word recognition and language comprehension but also possess a rich and expansive vocabulary, alongside key contextual knowledge and a general love and appreciation of literature. We aim to achieve this by placing reading and the sharing of quality stories, non-fiction texts and poems at the heart of our curriculum.

Implementation:

The teaching of reading at St William of York is underpinned by ensuring that all children develop secure phonetic awareness, possess the ability to recognise and apply accurate sight vocabulary and have the skills to blend and segment phonemes and graphemes accurately and effortlessly. When combining such skills, along with modelling and teaching explicit strategies to improve fluency and comprehension, we provide the children with a range of engaging texts to practice taught skills.

St William of York's book spine, showing the texts covered each half-term, has been chosen to give the children a wide-range of reading experiences; these vehicle texts encompass the teaching of other skills, such as spelling, punctuation, grammar and responding to text through creative writing experiences.

Phonics.

Read write Inc. is our chosen scheme in providing daily teaching of focused systematic synthetic phonics in Reception, Year One and for intervention in Year Two as and when required. The children are grouped according to their phonetic needs to ensure teaching is focused and progress is maximised. Children are assessed every six weeks and their performance determines how they will be grouped and taught. Any child who raises concerns - through assessment and participation during lessons - will receive 1:1 phonics 'catch up' intervention to ensure 'gaps' are addressed and closed. The children receive phonetic reading books - both fiction and non-fiction - which are fully decodable to practice taught skills.

We also encourage the children to watch and participate in virtual phonics sessions - sounds which have been taught during the week - through the school portal at home. When children are phonetically competent and they are able to read fluently, they will be introduced to the Oxford Reading Tree reading scheme which they will continue to read until stage fifteen.

Reading in the Early Years.

“Reading has astonishing benefits for children: comfort and reassurance, confidence and security, relaxation, happiness and fun. Giving a child time and full attention when reading them a story tells them they matter. It builds self-esteem, vocabulary, feeds imagination and even improves their sleeping patterns.” (National Literacy Trust).

Reading makes up a fundamental part of language development in early childhood. Not only does it help with a child's ability to understand words, it also ignites the spark for imagination. Reading plays a crucial role for speech development and introduces children to the world around them as well as new concepts. Our curriculum is built to ensure that children in the Nursery are introduced to pre-reading phonics skills through a variety of activities including rhythm, rhyme, alliteration and singing. Nursery children are further supported through schemes such as Early Talk Boost and Bucket Therapy to support listening and turn taking skills. The children will be introduced to the sounds - plus associated Read Write Inc. images – that they will meet in Reception and begin to experience the skills of blending sounds verbally; blending and segmenting is supported by ‘Fred Talk’. A leading library is available for the children to take quality picture books home to share with their families along with ‘Bedtime Bear’ who shares the same books with every child over the course of the year.

Reading in Key Stage One.

To provide wider reading experiences, ‘Talk for stories’, a story time programme written by RWInc is shared in Reception, Year One and during the autumn term of Year Two. As well as being introduced to a range of quality contemporary and classic fiction, the story time teaching sequence provides opportunities for our children to hear a text multiple times, discuss key points in the text to improve comprehension awareness, practice and mimic reading key phrases to aid fluency and opportunities to explore the language of the text. In an attempt to expand the vocabulary bank of our pupils, Tier Two vocabulary (Beck, McKeown and Kucan) is selected from the text and explored. Whole class novels are introduced into Year Two and chapter books are used to supplement and enrich the home reading programme.

Whole class reading lessons are introduced into Year Two for the children who have exited our phonics programme; the lessons are similar in format to those in Key Stage Two however taught skills are built upon Key Stage One content domains. Along with phonic ‘catch up’ sessions for those children who still have ‘phonics gaps’, an eight week fluency intervention is provided for any children who are phonetically secure but have not yet mastered ‘fluent’ reading; the skills of automaticity and prosody - which are necessary skills to master in order to read fluently and comprehend text. These skills are explicitly taught, modelled and practiced.

Reading in Key Stage two.

As the children move into key stage two, whole class reading lessons are introduced following a consistent format which incorporates appropriate and progressive skills from the Key Stage Two reading content domains. All members of staff have received reciprocal reading training and the skills of predict, clarify, question and summarise are present in all reading lessons. A coverage overview ensures that the children are sharing, exploring, analysing and responding to texts that: support the curriculum, introduce new contemporary authors, represent classic literature, are content appropriate picture books, explore a range of poetry and create a context for the class novel. Children are given the opportunity to respond to the texts - through reading journals - in various ways including: individual thoughts, partnered reading, discussion and written responses to key questions. Modelling of quality answers will then occur followed by 'editing and adding' opportunities.

Each year group has been allocated class novels that enrich the curriculum, introduce new authors and represent quality literature, the class novel is incorporated into whole class reading lessons and read by the class teacher on a daily basis to further model prosody.

Comprehension opportunities are further maximised during whole class 'Reading to Writing' sessions along with sharing whole class texts. As children exit our key stage two reading scheme, they are grouped and encouraged to read a range of contemporary and classic fiction, selected with a specific rationale in mind, whether that be to create author and curriculum links or purely to introduce the children to fantastic books in a bid to encourage them to grow and develop into lifelong readers and appreciators of literature. Consideration has been given to prepare and equip children for their secondary journey whereby they will be introduced to and experience reading challenging texts (Plagues of reading - Doug Lemov).

To support our intent further, we are lucky enough to have a fabulous new library from which the children can select their own free choice library books; many of the books in our library were ordered to provide links or sequels to books which have been introduced to the children through group guided reading experiences and our reading spine. Further books were selected to enrich the curriculum along with recommendations from the library service and various websites. It is our mission to encourage our children to become 'lifelong learners and lovers of literature.'

In each classroom in EYFS, Key Stage One and Key Stage Two, there is a dedicated area of the classroom which promotes and displays the reading books which children will be exploring plus 'linked texts' through author or theme. During the autumn term, in Key Stage One, books which have been explored during the previous year are also available for the children to select and enjoy.

SEND.

The progress of our children is monitored very closely through a range of summative and formative assessment tools - see below. The lowest 20% of children are identified and their learning is monitored closely. Analysis of their learning needs is a priority and appropriate intervention - led by expert, fully trained members of staff - is provided as quickly as possible. Through adaptive teaching models, as far as possible, all children have access to the same reading opportunities and experiences as their peers. Support provided for pupils who may experience difficulties

accessing text could be: an adult will introduce the text, discuss the text, liaise with parents to share the text at home and pre-read the text if it is considered necessary. Specific reading - and oracy - interventions which we facilitate at the moment are:

- Wellcomm - Language, Communication and interaction.
- NELI - Nuffield Early Language Intervention.
- Phonics catch up sessions (also in Key Stage Two if necessary).
- Fluency intervention.
- Fresh Start.
- Lexia.
- Daily reading.

Parents as learners.

In order to support our parents as educators, welcome meetings are held and key information is shared explaining what early reading and phonics instruction looks like at our school. The value and importance of parents in supporting the reading journey is made explicit; the importance and impact of reading upon future outcomes is shared along with our expectations in terms of home school communications. Demonstration videos - showing key aspects of phonic teaching at various points in the programme - are available on our school website for them to observe. Furthermore, QR codes - which are sent home to embed learning - direct the children to our school portal which again gives parents further opportunities to see phonics instruction in action.

In terms of wider reading experiences, opportunities are available to our parents to 'Stay and Read' plus our new library offer ensures that every child can take home quality books to share with their families. Further initiatives are held over the course of the year to engage and include parents in their child's reading journey. Information regarding suitable book selection, along with events in the community, are shared with parents via our class website pages.

Impact:

The impact for all St William of York pupils, including disadvantaged pupils and pupils with SEND, is that they:

- read with fluency and confidence
- can demonstrate their understanding of what they have read both orally and in written responses to questions
- demonstrate a love of reading and possess a knowledge of the works of a number of authors

A range of data - both formative and summative - is used to quantify standards including -

Regular phonics assessments.

Phonics screening check.

Salford Reading Assessment (used to determine entry and exit data prior to and post assessments).

Rasinski's Rubric.

PIRA termly assessments.

Responses in reading journals and verbal discussion.

Simple view of reading.

Book talk.

Pupil voice.

Formal data is submitted to the SLT each term, post assessment tasks, allowing the progress of children and future recommended actions to be discussed. Summative data is shared with our parents during parent's evenings and standards are included on end of year reports. Statutory data is available on our school website.