

## Reading at St Mary's and St. Joseph's



### Reading for Pleasure

	EYFS	Y1	Y2	Y3/4	Y5/6
<b>Intent</b>	<p><b>To create a culture in which children</b></p> <ul style="list-style-type: none"> <li>• are exposed to, and enjoy, a range of high-quality texts in a variety of contexts and have opportunity to browse literature as well as partake in structured reading activities.</li> <li>• build preferences in reading and choose to read.</li> <li>• recognise authors and styles of reading that individuals enjoy.</li> <li>• share and recommend books</li> </ul> <p><b>To provide opportunities for children to</b></p> <ul style="list-style-type: none"> <li>• engage in book discussions in a range of contexts, alongside adults and peers.</li> <li>• extend a personal library of books</li> </ul>				
<b>Implementation</b>	<p><b>Current Implementations and planned implementations to enhance and promote reading for pleasure include:</b></p> <ul style="list-style-type: none"> <li>• book areas in each classroom for children to be able to select books from.</li> <li>• access to books that the children are familiar with from Pie Corbett's reading spine and other quality texts.</li> <li>• adults in every class reading books during story time, exposing children to a greater quality of vocabulary and widening children's experiences of different reading genres and authors</li> <li>• Children being encouraged to share their favourite books from home for 'Show and Tell' and give a brief summary of the plot – without giving too much away!</li> <li>• opportunities for children to exercise choice in selecting books (children will be taught how to do so, from Y2, through access to Accelerated Reader)</li> <li>• Children in EYFS and Year 1 have access to library books alongside RWI books.</li> </ul>				

	<ul style="list-style-type: none"> <li>• An attractive and large library space, visited by each class on a weekly basis, in addition to children in Yrs 2-6 visiting more regularly at their will</li> <li>• reading ambassadors from Year 2 to 6 will be selected to actively promote a love of reading across the school, building on from the 'Pupil Reporters' who supply reading book reviews to the school newsletter</li> <li>• Independent reading time is consistently carried out and planned into the reading structure</li> <li>• A new initiative of a weekly reward of a book for children selected by the class teacher. The children will choose and take home a book and build a personal library</li> <li>• Autumn term book buddies: Year 6 and reception partners</li> <li>• Spring term - World Book Day: activities planned to encourage and celebrate reading for pleasure.</li> <li>• Summer term - Poetry performance: each class learns and performs a poem to other classes or in assembly</li> </ul>
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**Curriculum Provision**

**Reading Aloud to Children**

	EYFS	Y1	Y2	Y3/4	Y5/6
<b>Intent</b>	<ul style="list-style-type: none"> <li>• To build a bank of story and rhyme knowledge.</li> <li>• To expose children to texts beyond what they can read themselves.</li> <li>• To develop an enjoyment for reading.</li> </ul>		<ul style="list-style-type: none"> <li>• To widen knowledge of texts and authors, including non-fiction and poetry</li> <li>• To build stamina in listening and reading texts</li> <li>• To make connections within and between books.</li> </ul>	<ul style="list-style-type: none"> <li>• To introduce and engage children to wider range of authors and contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• To introduce children to more challenging texts, e.g., language and themes.</li> </ul>
<b>Implementation</b>	<ul style="list-style-type: none"> <li>• Story time is timetabled daily</li> <li>• Selected books are recommended reads from Pie Corbett's Reading Spine which links to RWI – 'Talk through stories' implemented in reception and Year 1</li> <li>• Selected reads are separated from other books in reading area to enhance the profile of these quality texts</li> </ul>				

## Early Reading

### EYFS

#### Intent

We believe that a love of books and reading should be nurtured and developed from the stage at which children transition to our school community. It is essential that all children are given an equal chance to develop a love of reading and we endeavour to dispel any disparity there may be between those children who have already experienced books and a vocabulary rich environment and those who have not. Beginning our reading journey as soon as possible is vital for future success and is therefore at the core of our early years curriculum.

#### Implementation

- All new parents are provided with information about how to successfully promote a love of reading at home with guidance on how to read stories and make them part of their daily routine.
- A core of carefully chosen books are read to the children – ‘Talk through Stories’ . These are then put into the continuous provision setting for the children to re-read the familiar stories. Specific vocabulary from the texts is shared, explained and practised within the setting.
- Core traditional stories are read for the children to become familiar with by returning to and repeating them; thus, developing rich story language, story structure, character development and setting familiarisation.
- A reading area is in the classroom to entice children to explore books independently.
- All children visit the school library and, with teacher guidance, choose a book to take home and share.
- Reading activities are threaded throughout the continuous provision to ensure that the children are provided with numerous different opportunities to read or be engaged in activities linked to reading or language development.
- There is a focus on oracy in which talk is valued and children feel confident to express themselves and have a voice. Adults have daily conversations encouraging back and forth talk and modelling vocabulary across all areas of learning.
- A language-rich environment is purposefully planned to extend a child’s knowledge and thinking, with a focus on opportunities for repetition.
- Read Write Inc is introduced immediately upon arrival in Reception, ensuring that the children begin their reading journey as soon as possible. Direct and focussed phonics is taught every day.

	<ul style="list-style-type: none"> <li>• Oral blending/rhyming activities are taught immediately on entrance and threaded throughout the day to enable the children to blend for reading more quickly.</li> <li>• There are swift assessments of individual progress within the first 3-6 weeks of starting school. In RWInc children are put into small homogenous groups to suit their level of need.</li> <li>• Parental involvement is vital to the children’s reading development; therefore, we provide regular information to inform parents how they can support reading at home <ul style="list-style-type: none"> <li>• We identify harder to reach families and offer bespoke reading support and advice so that no child is left behind.</li> </ul> </li> </ul>
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	<b>Phonics</b>
<b>Intent</b>	<p>Extensive research and evidence indicates the ‘...explicit and systematic teaching of the manipulation of phonemes....and phonemic awareness.... is crucial and should be continued until children can automatically process this information. .... There is evidence that the systematic synthetic approach is particularly effective.’ (OFSTED New Inspection Framework – Overview of research)</p> <p>With this in mind, we use Read Write Inc, a systematic synthetic phonics programme, to teach our early reading. It also develops all the components of reading instruction as well as decoding skills at the early stages, including fluency, vocabulary development and comprehension.</p>
<b>Implementation</b>	<ul style="list-style-type: none"> <li>• Direct and focussed phonics is taught everyday using Read Write Inc. Children will be taught at the level of their phonological knowledge regardless of age.</li> <li>• Sessions run for 1 hour a day in small groups in which children are taught to recognise sounds, read decodable green words, red tricky words and alien words. They practise spelling these words and writing them down individually and in the context of a dictated sentence. Children are taught to apply their phonics skills and improve fluency through the RWInc story books used during these sessions.</li> <li>• Children take home reading books that match their phonic knowledge therefore they can read them with success and confidence. There are also activities and questions for children to complete in the front and back of the books.</li> <li>• Assessments are regular, rigorous and are, at minimum, half-termly for every child. Children will also be assessed when it is felt necessary to do so, in order to ensure that children are working within groups suited to their individual progress and stage of learning.</li> <li>• Fluency is developed and strategies for instant word recognition are implemented daily.</li> </ul>

	<ul style="list-style-type: none"> <li>• Children who make the slowest progress are identified for further intervention in the form of 1:1 coaching in addition to daily group work.</li> <li>• Mock phonics screening checks are made at regular intervals to ensure that children who are in danger of not passing the phonics screening are identified and interventions are put in place.</li> <li>• The phonics lead conducts regular 'drop ins' to daily lessons in order to maintain an overview of progress within groups, as well as model best practice providing instant, on the spot training.</li> <li>• The phonics lead is able to offer incremental coaching to individuals and regular staff training to ensure staff confidence and competence.</li> <li>• Parental involvement is highly valued and expected; therefore, we will provide parent meetings to aid them to understand our phonics approach and to help them to use RWInc reading books/activities.</li> <li>• Children new to the school will be assessed and put into the appropriate RWInc group by the end of their first week.</li> <li>• New staff will be introduced to the RWInc training and we will continue to develop all staff as reading experts; Funding will be used to provide ongoing training from Ruth Miskin</li> </ul>
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<b>Vocabulary and Language Comprehension</b>	
<b>Intent</b>	<ul style="list-style-type: none"> <li>• To provide a language rich environment for the children.</li> <li>• To improving the children's language development and widen their vocabulary choices in order for them to develop understanding within reading and writing.</li> </ul>
<b>Implementation</b>	<ul style="list-style-type: none"> <li>• Early identification of children with speech, language and communication needs and implementation of the NELLIE intervention in EYFS</li> <li>• Consistent teaching and recapping of subject specific vocabulary across the curriculum, recognising language and comprehension as a broad skill required to access all areas of the curriculum</li> <li>• Adult modelling and reinforcing of high quality speaking and listening skills</li> <li>• Carefully chosen reading books with repetition and high quality vocabulary taught from the books and planned within guided reading lesson</li> <li>• Vocabulary opportunities planned for and developed over the course of a week.</li> <li>• Texts that have been taught are available for the children to use and reread within reading areas.</li> <li>• Planned opportunities for poems and rhymes to be taught.</li> <li>• Tier 2 and tier 3 vocabulary displayed in all classrooms as a reference for the children, and to embed understanding of subject-specific terminology</li> </ul>

## Independent Reading and Home/School Reading

	EYFS	Y1	Y2	Y3/4	Y5/6
<b>Intent</b>	Children independently read phonically decodable books matched to their phonic knowledge and skills.		Children read age-appropriate books with increasing stamina and understanding.	<p>Children choose appropriate texts and can read for sustained periods of time.</p> <p>There is an increase in the length and complexity of texts being read.</p> <p>Children can read short novels independently with understanding (by end of Y4)</p>	<p>Children can read age-appropriate books, including whole novels.</p> <p>Children widen the range and challenge of books that they read, including texts from a wider literary heritage.</p>
<b>Implementation</b>	<ul style="list-style-type: none"> <li>• New sounds are regularly introduced and practised.</li> <li>• Decodable books are selected based on link to RWInc level.</li> <li>• Children read and take home a book that they have studied and one other phonetically matched book.</li> <li>• Children take home a book to share for pleasure in addition to decodable text.</li> </ul>			<ul style="list-style-type: none"> <li>• Books will be selected based on AR range (from Spring 2).</li> <li>• Teachers will monitor progress through AR reports.</li> <li>• Children have the opportunity to take home a book a library book and classroom book in addition to AR book.</li> <li>• Children are encouraged to bring in books from home to read and share</li> </ul>	
	<p style="text-align: center;">What parents can do to help with their child's reading at home?</p> <ul style="list-style-type: none"> <li>• We encourage all parents to read with their child every day and to make time to discuss the story, characters and setting, and ask children questions about what they have read.</li> <li>• We ask parents to write a comment and sign their child's reading record daily as a way of sharing their child's reading journey at home.</li> </ul>				

## Accelerated Reader Yrs 2 - 6

- Accelerated Reader will be the tool we use for all children who have completed RWInc.
- Four times a year, tests determine the child's reading range (zone of proximal development) and books are chosen to ensure that they are reading at the appropriate level.
- When a book has been finished, children complete an online quiz, which determines their level of comprehension.
- Teachers will often conference with children based on the outcome of their quizzes.
- Teachers can track progress and encourage children to progress through the reading scheme at an appropriate pace.
- Each half term teachers will give children a personal target, generated by the programme, based on their reading age. Children need to read enough books (each book has a points value) and pass enough quizzes to pass their points target. Once they have reached their target, certificates will be awarded in our half termly reading assembly.
- Children will be able to join our 'Millionaire Club' when they have read over a million words and will be awarded with a special certificate and small prize.

## Reading Instruction

	EYFS	Y1	Y2	Y3/4	Y5/6
<b>Intent</b>	To teach the decoding and comprehension skills required to achieve age related expectations (as detailed in National Curriculum).				
<b>Implementation</b>	<ul style="list-style-type: none"> <li>• Daily RWInc sessions.</li> <li>• Additional, guided reading to ensure independent application and to develop comprehension skills.</li> </ul>		<ul style="list-style-type: none"> <li>• Daily story time – model of fluency, pace, expression, intonation and phrasing</li> <li>• 1:1/small group reading to an adult providing feedback, questioning, clarification and modelling</li> <li>• Guided reading sessions focus on the teaching of new vocabulary, and specific comprehension skills</li> <li>• Independent reading comprehension to practise and apply reading skills</li> </ul>		

## Disadvantaged Pupils and Children with SEND

EYFS	Y1	Y2	Y3/4	Y5/6
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**INTENT:** To ensure that

- the needs of our disadvantaged children, including Children Looked After, those eligible for Pupil Premium funding and those with SEND are met, confidence built, and self-esteem raised.
- children with SEND or disadvantaged children receive the same opportunities as all other children

**IMPLEMENTATION:**

- Use of phonic based resources to support our children with limited literacy skills
- 1:1 teaching of phonics for children unable to access age-related levels of phonics and reading
- Targeted intervention tailored to child's specific starting points.
- Learning is bite-size, multi-sensory and repetitive. For example precision teach for sight-word reading - Words First
- Dorset reading volunteers will be invited to support children eligible for Pupil Premium funding
- Children eligible for Pupil Premium funding are included as a part of weekly priority reading groups/1:1

## Assessment

	EYFS	Y1	Y2	Y3/4/5	Y6
<b>Assessment Evidence</b>	<ul style="list-style-type: none"> <li>• EY statutory Base Line assessment</li> <li>• Initial phonics screening and half termly checks as per RWI scheme</li> <li>• Phonic Screening Check – End of Y1</li> <li>• Pupil voice for reading</li> <li>• Independent and home reading records</li> </ul>	<ul style="list-style-type: none"> <li>• AR star tests and quizzes replacing Pira from Spring 2 (2024)</li> <li>• Teacher interrogation of AR data linked to vocab, oral fluency and comprehension (based on quizzing)</li> <li>• SATs papers</li> </ul>	<ul style="list-style-type: none"> <li>• AR star tests and quizzes replacing Pira from Spring 2 (2024)</li> <li>• Teacher interrogation of AR data linked to vocab, oral fluency and comprehension (based on quizzing)</li> <li>• home reading records</li> </ul>	<ul style="list-style-type: none"> <li>• AR star tests and quizzes replacing Pira from Spring 2 (2024)</li> <li>• Teacher interrogation of AR data linked to vocab, oral fluency and</li> </ul>	



		<ul style="list-style-type: none"><li>• Phonics Screening Check</li><li>• Pupil voice</li><li>• home reading records</li><li>• Written responses to reading activities</li></ul>	<ul style="list-style-type: none"><li>• Pupil voice</li><li>• Written responses to reading activities</li></ul>	<p>comprehension (based on quizzing)</p> <ul style="list-style-type: none"><li>• SATs papers</li><li>• home reading records</li><li>• Pupil voice</li><li>• Written responses to reading activities</li></ul>
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