



Reading at St Mary's

At St. Mary's we aim to develop the full potential of all our pupils as confident, literate readers. We believe everyone can excel through a curriculum that is rich in reading and vocabulary.

It is a fundamental skill to read and our curriculum has been designed to foster a lifelong love of reading by exposing our children to various literature across all curriculum areas.

Our reading texts are carefully chosen so that they reflect our mission statement of 'Living, learning and caring together, with God beside us.' Our reading spine has a diverse range of texts which promote respect, inclusion, care for our environment, celebrate differences and ensure the children know that they are valued irrespective of race, gender or culture. Reading opens up a new world for children and gives them the opportunity to explore new ideas and visit new places.

We ensure that pupils are provided with an extensive vocabulary bank. Enriching children's vocabulary gives them the word power they need to become successful speakers and writers, as well as confident readers.

We ensure that children are taught through a progression of knowledge and skills which is coherently planned and sequenced so that children strive to meet the expected standards at the end of each key stage. We adapt our curriculum to meet the needs of all children.

By the end of key stage two we want all children to be able to read fluently and with confidence.

How We Teach Reading

We teach reading in a variety of ways.

Phonics

At St Mary's we teach phonics using Monster Phonics, a DfE validated scheme. Monster Phonics is a highly-engaging, structured, synthetic phonics programme. It facilitates learning by allowing children to learn new graphemes by using monsters to group graphemes for recall and to provide an easy and fun memory cue for children. It also uses colour-coding to highlight the grapheme when teaching a new grapheme. Once taught and secure, the colour is removed.

Phonics is taught daily in thirty-minute sessions. The class teacher delivers the lessons with the support of a teaching assistant, who will identify and support any children not keeping up with the learning. The phonics lessons are fun, engaging and focused, using a wide range of resources.

Each phonics session will follow the same structure.

Revisit/Recap

Teach

Practise

Apply

Assess



Following the assessment of the children in the lesson, any children who are not keeping up with the learning use the same day Monster Phonics Interventions.

The Monster phonics program focuses on securing word recognition skills essential for children to decode (read) and encode (spell) words accurately and for reading comprehension.

In Reception, the children learn single letter grapheme, phoneme correspondence starting with graphemes s, a, t, and p. They are taught to blend and segment simple words such as sat, pit, tap. As additional graphemes are learnt each week, the number of words that can be blended and segmented increases until children begin learning digraphs and trigraphs. The children move to blending and segmenting words of four letters or more (cvcc, ccvc, ccc onset and ccvc). They also develop their knowledge of the Reception high frequency words.

In Year 1, the children learn the National Curriculum graphemes with the addition of suffixes where the root word does not change, the prefix un and the k, before e, i and y rule. The children continue to learn the 300 high frequency words and common exception words. There is time for the children to revise and consolidate their knowledge in preparation for the Phonics Screening Check.

In Year 2, the focus is on reading for spelling. The children learn all of the National Curriculum graphemes, common exception words and the majority of spelling rules. These include rules for adding vowel suffixes, homophones and near homophones, consonant suffixes, contractions and possessive apostrophes

Every child in Year 1 in the summer term takes a Phonic Screening Check. Children are expected to read 40 simple decodable words, including nonsense words. Children are rechecked in Year 2 if they do not reach the expected level. The results are reported to parents.

Any pupil who does not meet the requirements for the Phonics Screening Check will be given extra support in years two and three.

Reading at Home

Every child has a reading book from school. In Reception, Year 1, and Year 2 the children have access to a fully decodable EBook based on the sounds they have been learning in their phonics sessions. This is accompanied by a book from the Oxford Reading Tree scheme which supports with sight vocabulary and tricky words. Children will also take home a reading for pleasure story from the school library. Books are changed weekly and children are encouraged to read at home on a daily basis.

In Year 3, some children will continue with books matched to their ability to decode, but most children will take home an Oxford Reading Tree book, Project X or Treetops book, with a reading for pleasure story.

In year 4 and upper Key Stage 2, children select an independent reading book to read as their home school reading book. This is monitored by class teachers. They also have the opportunity to take home an extra reading for pleasure book.

We encourage children and parents to record comments in the home school reading diaries to communicate progress and enjoyment.

To support and ensure that all children progressing in their reading skills we deliver reading interventions including Boosting Reading Potential (BRP), and Inference Training and Moving On.

Guided Reading and Whole Class Reading

In Reception, Year 1 and Year 2, the children we have guided reading sessions using the Monster Phonics reading scheme.

From Year 2 upwards, teachers follow a two weekly reading cycle, which incorporates whole class reading, individual reading and guided reading. This allows the children to have a range of reading opportunities and the teacher can build a picture of each child as a reader.

In week one, children are taught the skills of reading through whole class reading VIPERS. VIPERS are a mnemonic which cover the key comprehension skills.

V – Vocabulary

I – Inference

P – Predict

E – Explain

R – Retrieve

S – Sequence/Summarise

Children are taught how to read the text fluently, with intonation. The text is used to promote dialogue between the teacher and pupils, creating an opportunity for 'book talk' where every answer or opinion is valued, shared and discussed.

In this week the children have the opportunity for independent, free choice reading from the class library. The class teacher will also spend time reading with children individually.

In week two, children participate in group guided reading sessions. Guided reading involves the teacher working with a small group of children who demonstrate similar reading behaviours and can read similar levels of texts. The text is easy enough for children to read with fluency but it also offers challenges and opportunities for problem solving. The teacher supports the children with developing their reading strategies, vocabulary and comprehension skills.

In the Curriculum

Within our English lessons children are exposed to high quality texts using the Talk 4 Writing model. Units of work involve the children learning a carefully chosen text, which has been adapted to contain challenging vocabulary and sentence structures. The children become familiar with a text so that they can comprehend and interpret the text, looking for patterns and structure that they can apply to their own writing. Children look at the model text through the eyes of a reader and a big emphasis is placed on the impact of reading the text as a reader. From this children wonder about how the author achieves something e.g. suspense and they create toolkits for writing. Reading with a writer's eye can help to deepen understanding of how language has been crafted to create different effects. By deepening the children's reading their imagination children can draw on these ideas for their writing.



Reading is prioritised so we use a wide range of reading materials, covering fiction and non-fiction, poetry and rhyme.

Classrooms are language rich and create a positive reading environment.

Reading for Pleasure

Reading is not just something that is taught and part of a lesson. At St Mary's teachers and children enjoy immersing themselves into a book. All year groups have class books which are read to them daily by the class teacher. This book may be chosen from the Pie Corbett Reading spine or a book chosen by the children or simply a book a teacher has read and enjoyed. This supports with embedding a reading culture of enjoyment and engagement throughout the school. Reading is enhanced with author visits, World Book day and book challenges.

Supporting Pupils

Children who are not keeping up with the learning are given extra support through our interventions. In phonics the children are given same day interventions through the Monster Phonics programme. We use Family Fisher Trust Lightning Squad to build reading fluency and comprehension. For children who can read but need one-to-one support with fluency, reading voice and pace we use Boosting Reading Potential.

Impact

We strive to ensure that our children's reading attainment is in line or exceeding their age-related expectations, when we consider the starting points of children. We have high expectations for all children to succeed.

Pupil outcomes at the end of Foundation Stage, within the Year 1 Phonics Screening Check, at the end of Key Stage 1 and within Key Stage 2 SATS are consistently above the national average.

Pupils show enjoyment in reading and develop a love of genres, authors and reading styles

Pupils enjoy reading regularly, for information and for enjoyment/pleasure.

Pupils discuss books with excitement and interest.

Teachers regularly track pupils' progress in reading which informs planning and any intervention needed.