



## Reading at St Mary's

### Intent:

At St Mary's we put reading at the heart of the curriculum. We strive to foster a love of reading at school and at home. We believe reading is an entitlement that should enable children to connect with some of the finest words ever written. It should open up a world of possibility and intrigue and is a fundamental life skill which, enables children to communicate effectively, develop knowledge and equip children to become confident, capable readers who love to read. We recognise the importance of building vocabulary and use a structured approach to developing this.

We aim to have pupils leave St Mary's as lifelong readers, who have an instilled love for reading in them. Reading materials celebrate diversity and support children's cultural, emotional, intellectual, social and spiritual development. We believe reading is a passport to the world and that reading great literature opens children up to ideas, experiences, places and times.

We use Read, Write Inc to teach decoding, building on these skills to develop fluency. Speaking and listening is prioritised in order to build vocabulary for all learners so they can understand more complex texts. We provide an ambitious and rich reading environment to develop a love of reading. We intend that our pupils will be both independent and reflective readers who can read fluently and for meaning.

We provide rich, meaningful discussions around texts, where all children feel confident and able to contribute by using their reading skills to access all areas of learning. We bring reading to life and give it purpose using music, drama and performance.

### Essential characteristics of readers:

- Excellent phonic knowledge and skills
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum
- Knowledge of an extensive and rich vocabulary
- An excellent comprehension of texts
- The motivation to read for both study and for pleasure
- Extensive knowledge through having read a rich and varied range of texts

### At the end of Foundation at St Marys CE

Children at the expected level of development will:

### At the end of Key Stage 1 at St Marys CE

Children will be applying phonic skills automatically to read with fluency. They recognise and read with all

### At the end of Key Stage 2 at St Marys CE

Pupils will read aloud a wider range of poetry and books written at an

<ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• Read words consistent with their phonic knowledge by sound-blending;</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<p>the alternative graphemes and recognise and read common suffixes and exception words. They will have developed pleasure in reading and be motivated to do so, sharing favourite books and authors. They also will participate in discussions about books and poems they have read to them.</p>	<p>age-appropriate interest level with accuracy and at a reasonable speaking pace. They read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. They will be reading frequently, outside as well as in school, for pleasure and information. They read silently, with good understanding, inferring the meanings of unfamiliar words, and discuss what they have read.</p>
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### Implementation:

The systematic synthetic approach to the teaching of phonics enables children in the early stages of reading, in English, to acquire the 40+ phonemes to decode words – this is taught by ‘stage not age’ so they are reading with sounds and words they know.

- Fluency is the accuracy and speed of reading a text. In acquiring this fundamental reading skill, children are able to free up their working memory to consider questions which require higher order thinking. An indicator of fluency is the rapid retrieval of information. Fluency can be developed by re-reading the text in the whole class, in fluency groups or 1:1. Other strategies such as text marking, echo reading and line by line reading also support the improvement of fluency.
- In lessons, the content delivered is coherently sequenced and chunked to ensure that learning is progressive. Within each unit there are a set of tightly linked reference points (grammatical skills to revisit and new skills being taught in a new context), secure in long-term memory, which will build and secure over time.
- Activating prior knowledge ensures the accessibility of a schema (how quickly it comes to mind) influences the attention we can give to new information. Readers and listeners are more likely to notice things that fit into an existing schema.
- The curriculum is rigorously taught through a coherently sequenced, curriculum design. Reading texts are specifically selected to link with writing. Substantive concepts are built

over the unit as the children's understanding grows and the disciplinary skills of reading (responses to questioning) are explored.

- Vocabulary is systematically built across the curriculum. Bedrock is used to personalise the learning process. Teachers use whole class chorusing and repetition of key words and sentences to ensure pupils develop a clear understanding. Scaffolding and frameworks are used to develop understanding. Use of fast paced questioning ensures that all pupils are secure in the vocabulary that they need to access the learning.
- Pupils work in mixed attainment classes and in mixed attainment learning partners once they are able to read independently.
- Explicit teacher modelling of strategies and procedures through worked examples, with the teacher 'thinking out loud', forms an essential scaffold for pupil learning.
- Key questions are used throughout lessons to support development of understanding. Teachers regularly use precise questioning in class to test conceptual and procedural knowledge, linked to QLA.
- Pupils have the opportunity for guided practise throughout the teacher directed part of the lesson. Practise is scaffolded to ensure success for independent task

### Assessment

We use a multi-faceted approach to assessment within reading:

- 1) Regular half termly RWI assessments - or more frequently to pitch texts accurately.
- 2) Regular sound/word checks to identify gaps in learning.
- 3) Assessed comprehension used as a teaching tool for domain specific teaching
- 4) Assessment for learning is used within each lesson / 1:1 tuition through skilful use of questioning and live feedback.
- 5) Termly summative assessment with QLA to ensure clear, individual target setting

### Cultural Capital

This is achieved through: quality literature which is reviewed and updated annually and celebrates diversity in every facet. We involve parents/carers in the reading journey. Visits and visitors are promoted. Meet the authors and celebration events provide rich opportunity for our children. Our reading shed contains a wealth of diverse books and we invest heavily in materials that promote and celebrate cultural capital.

### Career Professional Development

We develop teachers' subject knowledge and pedagogy. Staff have a good understanding of the texts prior to reading and this is given high importance.

RWInc staff attend regular masterclass training with the RWInc lead to support continued refinement of delivery. We subscribe to the RWInc portal and training facility. Staff access CPD and researched based learning to improve pedagogical approach to learning

## Spirituality

We deepen spirituality for children through a range of reading genres, enabling children to reflect on the characters, their challenges and big life questions. Through the beauty in the language of words, the awe and wonder of literature enable us to explore the world.

## Impact:

- Pupils make rapid progress in learning phonic sounds, blending and developing their reading skills
- Pupils are assessed through AFL and summative assessment to ensure they are making good progress against their FFT
- Pupils review their reading for pleasure and support in the range of books that are provided
- Pupils talk confidently and excitedly about what they have read offering recommendations
- Pupils attainment and progress is good
- Pupils enjoy reading and talk positively about the wide range of genres they read
- Pupils gain significant knowledge which equips them for their next steps on their learning journey