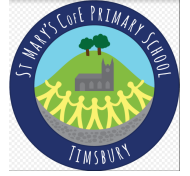


St Mary's Reading Intent, Implementation and Impact



Intent

At St Mary's our curriculum will work to the expectations set out in the framework document for The National Curriculum in England, September 2014 for Years 1 to 6 and the Early Years Foundation Stage Curriculum, 2014.

The programmes of study for reading at key stages 1 and 2 consists of two dimensions:

- word reading
- comprehension (both listening and reading).

We believe the ability to read is a basic human right. Research by Lawson et al., (2015) suggests that children who cannot read well at the end of primary school are less likely to succeed in secondary school and, in adulthood, are likely to earn less than their peers. It is our passion to make sure that every pupil has the ability to access and enjoy reading in order to broaden their understanding of the world and have the best possible start in life.

Therefore, our ambition is that all pupils who attend St Mary's will leave with:

- The ability to read fluently; by successfully decoding any words which challenges them.
- A wealth of vocabulary derived from reading a range of engaging texts.
- An understanding of different cultures, ethnicities, traditions and worldwide processes.
- The ability to comprehend and critically think about what they read.

Implementation

Fluency

The ability to become a fluent reader begins with our phonics scheme. Unlocking Letters and Sounds teaches the three essential skills of blending, segmenting and phoneme manipulation necessary for learning to read and spell and it does so on a daily basis until all children achieve the automaticity that underlies the fluency of every successful reader. For pupils who are not yet able to access the teaching of early reading, or leave a year group with gaps in

learning, we ensure sufficient support including 1:1 daily interventions are in place to enable these pupils make rapid progress when they are ready.

Our expectation is that all pupils have their reading heard at least once a week, with this increasing depending on need, and with pupil premium pupils being heard three times a week across both key stages. In order to track this, children have a reading record which goes between home and school. Teachers and other adults stamp and comment when they listen to a child read at school. Parents and carers also sign the reading record when the children read at home. This allows for communication between home and school and allows reading to be tracked. Our 'bottom 20%' are read with daily with a particular focus on Y3.

In KS2 pupils have opportunities to read out loud in our guided reading sessions and in UKS2 this is the main source of hearing pupils read. However, key pupils who have been identified as needing additional support, get opportunities to read 1:1 outside of guided reading sessions; this ensures they do not miss out on any vital learning.

Comprehension

We use Accelerated Reader once children are proficient independent readers from Y2 - 6 to check children's comprehension and ensure that their books are at the appropriate level. This is a great motivational tool as they have individualised targets to work towards which when reached, result in a school reward.

In Y2-5, children take part in a guided reading carousel and get the opportunity to work with the class teacher in a small group once a week. This allows the teacher to hear all children read and track their progress. In Y6, reading is a whole class activity to support them in their transition to secondary school.

In order to support pupils' comprehension of texts, we use reading vipers to shape our questioning in our guided reading; this ensures the 6 key reading domains (Vocabulary, Inference, Prediction, Explain, Retrieval and Summarise) are addressed across our sessions. Reading vipers is a helpful acronym which supports the recall of these key areas of reading, and as the pupil's progress through their education, they will be able to identify which comprehension question fits into which area of 'VIPERS'.

We encourage discussions about the themes within the different texts we read and help pupils make links across different books and authors.

Passion for reading

From EYFS to Year 6, pupils enjoy the daily sharing of their class read with their teacher. We are passionate about sharing high quality texts with our pupils and we believe it is vital that this part of the school day is not lost to other subjects. Research suggests that only 19% of 8-10 year olds have a book read to them daily by an adult therefore it is vital we do our part as educators to make sure no pupil misses out on this vital experience. We plan engaging reading opportunities across all year groups to inspire and captivate our pupils; from mystery reader in EYFS/Y1, whole school reading challenges to encourage reading at home, events

throughout the year to raise the profile (book at bedtime etc) and longer term plans of inviting authors in to improve children's cultural capital.

Our reading spine is diverse both in text types, cultural contexts and authors and ensures careful progression through the year groups. We promote the love of reading by enthusiastically sharing these texts with our class and incorporating these into our guided reading sessions. We select texts that will challenge but still engage all pupils and as we read to the pupils, we model high quality reading. It has been proven that simply reading challenging, complex novels aloud and at a fast pace in each lesson repositioned 'poorer readers' as 'good' readers, giving them a more engaged uninterrupted reading experience over a sustained period. ('Just reading': the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms.)

Impact

Children leave St Mary's having above national level of comprehension and an increased knowledge of cultural diversity due to the range of texts they encounter at their time here.

Pupils have a wide reading background to draw upon when answering comprehension questions because of the range of texts celebrating minority groups which pupils are exposed to. Our curriculum also allows us to be flexible and pair our guided reading texts with different class topics or current events; this ensures pupils have a deeper understanding of these topics.

"I like the guided reading sessions better now as we are doing it as a whole class and get to discuss our ideas which allows us to get inspiration from others to further improve our answers." Y6 pupil

"I like the range of texts we do such as poems, songs and great fiction and non-fiction." Y6 pupil

"The range of texts helps us understand different cultures and learn what they go through in everyday life." Y6 pupil