

The Teaching of Reading at St. Joseph's Catholic Primary

Intent: What do we want?

Our children will become fluent, successful readers. The children will read a range of texts across the whole curriculum and beyond and be able to transfer and apply their skills. We will develop their love of reading through reading for pleasure, exposing them to a wide range of genres and texts, and ensuring books are appropriately matched to their age and ability.

Every pupil will learn to read with confidence, accuracy, fluency and understanding, regardless of their background, need or ability. Our children will leave school having accessed a core spine of texts, covering a range of genres, throughout the primary phase, and developed a passion and curiosity to want to continue their reading journey.

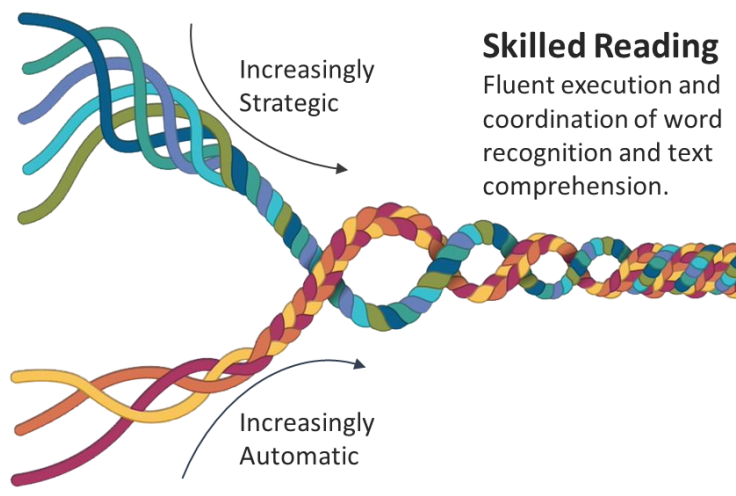
At St Joseph's, we focus on both word recognition and language comprehension. We understand that it is the careful weaving of all these skills which make a successful, fluent reader. We encourage "active readers" with inquisitive minds who ask questions about the text. We aim to equip all children with the reading skills needed to successfully access a wide variety of texts and genres.

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

As a school that highly values reading for pleasure, we are fully aware of the opportunities that reading offers to our pupils. Adults at St Joseph's lead by example, modelling enthusiasm for and engagement with books. We aim to foster the imagination of children, their inventiveness, and their critical awareness, as well as to increase both their written and oral vocabulary. We believe that reading opens the doors, allowing children to access and make sense of the world as well as taking them on wonderful adventures.

Implementation- How is our Curriculum Delivered?

Early Reading and Phonics: Little Wandle Letters and Sounds (Revised)

At St Joseph's we use the Little Wandle Letters and Sounds (revised) programme to teach phonics. As a result, all our children are able to tackle any unfamiliar words they read.

In Nursery we provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and Language' and 'Literacy.' These include:

- Sharing high-quality stories and poems
- Learning a range of nursery rhymes and action rhymes
- Activities that develop focused listening and attention, including oral blending
- Attention to high- quality language

We ensure that Nursery children are well prepared to begin learning grapheme-phoneme correspondences and blending in Reception.

In Reception and Year 1 we teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons with additional daily oral blending games, to the full-length lesson as quickly as possible. Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs and words with adjacent consonants (Phase 4) with fluency and accuracy. Children in Year 1 review Phase 3 and Phase 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Any child who needs additional practice has daily Keep-Up support, taught by a fully trained adult. Keep-Up lessons match the structure of class teaching, and use the same procedures, resources, and mantras, but in smaller steps with more repetition, so that every child secures their learning.

We timetable daily phonics lessons for any child in Year 2 and above who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Rapid Catch-Up assessments to identify gaps in their phonic knowledge and teach to these using the Rapid Catch-Up resources.

We teach children to read through reading practice sessions each week. These are taught by a fully trained adult to small groups of approximately six children using books matched to the children's secure phonic knowledge. These reading groups are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading session has a clear focus, so that the demands of the sessions do not overload the children's working memory. These reading sessions focus on the three key reading skills:

- Decoding
- Prosody- teaching children to read with understanding and expressions
- Comprehension- teaching children to understand the text

In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

In Years 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

The decodable reading practice is taken home to ensure success is shared with the family.

Whole Class Text Study

Our narrative lessons are taught through a high-quality core text which is linked to the writing objective. Children engage in a variety of reading activities through English lessons, each promoting familiarity with and deeper comprehension of the text. Our non-fiction writing uses a range of high-quality texts to inspire and motivate children. This ensures that learners can then embark on a sequence of work which results in a written outcome, using the text as a stimulus.

Whole Class Guided Reading

Guided Reading is a classroom activity in which pupils are taught as a whole class. Three sessions are taught across the week each session with a different focus:

- Session 1- Themes and conventions and vocabulary.
- Session 2- Retrieval
- Session 3- Inference, comprehension and language for effect.

Each week offers a new theme (including themes linked to protected characteristics) and a text is carefully selected to offer an appropriate level of challenge. Such sessions promote decoding, fluency and understanding (comprehension). Questions will be asked based on the National Curriculum, focusing on either Themes and Conventions, Comprehension and Inference or Language for Effect. Challenge may be in terms of reading cues and strategies, language and vocabulary, or sophisticated aspects of grammar, inference, skimming and scanning.

Home reading

All children are given a reading book to read at home with an adult, which will be changed as soon as they have finished reading it and their parents or carers have written a comment in their reading record. While children are working through the phonics phases, all home reading books will be from the Big Cat Collins Little Wandle Revised scheme and be phonetically decodable for the children based on their phonics knowledge.

Once Year 2 children have achieved the expected standard in phonics, they will be given reading books that are not entirely phonetically decodable. In Key Stage 2, children will continue to take home reading books to read with an adult. The books will match the child's reading level at the appropriate coloured book band. Book band progression is based on Collin's Big Cat Reading Scheme. Once children have progressed beyond the pearl band, they will be encouraged to choose a book to read with an adult at home, and for the adult they read with to make a comment in their reading record book.

Story Time

Across the whole school, books are read aloud and shared with pupils, allowing children to hear fluent and expressive reading, and to nurture a love of books and reading for pleasure. Staff read to the children at the end of every day for 15 minutes. These texts are taken from our recommended reads, these books are age-related and can also offer a challenge.

Every classroom has an inviting book corner that encourages a love of reading. We curate these books and talk about them to entice children to read a wide range of books.

Our School Library

Children visit our school library on a weekly basis to select a book from a wide range of appealing and good-quality fiction and non-fiction texts. We encourage children to read these books for pleasure and take these books home to share with parents.

Reading +

Children from Year 4 – Year 6 each have a log in for Reading Plus and access the programme 30 minutes a day, 3 times per week. Reading Plus is an adaptive literacy solution that improves fluency, comprehension, vocabulary, stamina, and motivation.

Impact

Assessment is used to monitor progress and identify any child needing additional support as soon as they need it. Summative assessment for Reception and Year 1 is used every six weeks to assess progress. These assessments are also used by SLT and scrutinised through the Little Wandle and Sounds Revised assessment tracker, to narrow attainment gaps between different groups of children so that any additional support for teachers can be put in place.

At St Joseph's our children are enthusiastic, motivated and confident readers who enjoy reading a wide variety of genres and text types. As a result of high-quality teaching and learning, children have the skills to decode words to read fluently with a secure understanding of what they have read.