

## Reading at St Mary's - Intent Statement

At St Mary's we love to read and we value reading as a core life skill. We believe that for pupils to succeed in education, reading must be of the highest priority. Children learn to read **by** reading and from the very start we nurture a love of books through high quality teaching within a literate environment. All children have a right to read, regardless of their ability, needs, background or circumstances.

### **Our Reading Aims - We will:**

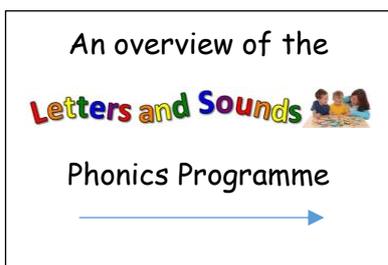
- Provide a systematic and standardised approach to reading and phonics teaching to ensure that all children pass their KS1 phonics screening by the end of Year 2
- Ensure children have access to quality texts from a wide variety of genres, including stories, poems and non-fiction
- Read individually with your child at least once a week (EYFS/KS1) to develop their confidence of reading aloud and to ensure they are reading quality texts at an appropriate level. In KS2 the children read together during Whole Class reading with additional 1-1 reading support given
- Promote reading across the school to nurture a genuine passion for reading and to help feed pupil's imagination and enable them to learn more by gaining knowledge through reading for themselves
- Read a class story or novel to the children every day

## Implementation

### Phonics

The direct teaching of reading begins with oracy and phonics. At St Mary's we follow the Letters and Sounds scheme; a phonics resource published by the Department of Education and Skills in 2007. It sets out a detailed and systematic programme for teaching phonics for children starting at Nursery, with the aim of them becoming fluent readers by the age of seven. In our Nursery, the children work through Phase 1 with lots of sensory and practical activities. All children at St Mary's are taught specific phonics lessons every day through Reception and KS1. This daily lesson is aligned to the Letters and Sounds scheme and includes speaking, listening and spelling opportunities that is lively, kinaesthetic and matched to their developmental needs. The sounds used in the scheme are reinforced in spelling, English lessons and small group interventions in KS2.

At St Mary's, children will be given a phonetically decodable book to support their class-based learning. Their phonics book is closely linked to Letters and Sounds teaching and will allow the children to practise their different sounds both at home and school. Children will now only be allowed to change their decodable book once a week with a member of St Mary's staff. During the week, it is important that children read and re-read their phonics-linked book to allow practice of decoding and blending and by the end of the book there should be increased fluency in the words and sounds contained in the books.



Phase	Phonic Knowledge and Skills
Phase One (Nursery/Reception)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
Phase Two (Reception) up to 6 weeks	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
Phase Three (Reception) up to 12 weeks	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
Phase Four (Reception) 4 to 6 weeks	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
Phase Five (Throughout Year 1)	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
Phase Six (Throughout Year 2 and beyond)	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

## Wider Reading

Across the school, children may be supported with specialist help where needed. We have a range of stimulating and exciting books for individual and class reading. In EYFS and KS1 our reading books are all levelled and colour banded in accordance with Letters and Sounds phonics program. In Nursery, Reception and KS1 we teach reading using a different Key Text each week or to accompany each unit of work. The books are carefully chosen to enrich oral language through modelled reading and subsequent discussions. We introduce the children to the 'VIPERS' reading prompts system which is then followed through into and through KS2. The Vipers reading prompts are based on guidance set out in the 2016 reading content domains found in the National Curriculum. These are: Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarising and Sequencing. All essential reading skills. In KS2 we also teach reading through daily Whole Class Reading sessions. From Year 2 upwards we also use the Accelerated Reader system to support all pupils. This is a system used by many schools to foster reading growth. It encourages students to read widely and independently whilst allowing staff to monitor progress and support where necessary.

## Passion for reading

As well as ensuring all our children are provided with the best possible approach to word reading and comprehension, we are also passionate about nurturing an appreciation and love of reading books. All children will be encouraged to have a reading book (in addition to their phonics or Accelerated Reader book if applicable) they have chosen simply because they wanted to read it. This book can be taken from their class library and can be enjoyed with an adult at home or at school to develop the child's passion for reading. Their 'Reading for Pleasure' book can be from any genre or level but we will be encouraging them to be something age appropriate and of a good quality. From Nursery onwards we encourage all children to take care of books and to value them. This is reflected in our engaging and welcoming reading areas in each classroom. On their specific reading day, the child will have the opportunity to change their book and will be encouraged to share the book and discuss their thoughts on it with an adult.

## Measuring the Impact of Reading

This table outlines our approach at St Mary's for assessing reading:

Dedicated 1-1 weekly meetings to change books (questioning and book talk)	On-going Letters & Sounds assessment at each level and matching of book level to correspond Phonics Test at the end of Year 1
VIPERS questioning for comprehension and vocabulary development	SAT testing end of KS1 and KS2 in reading comprehension (NFER tests at the end of Y1/3/4/5)
Quality questioning from adult readers (including parent helpers) to develop a profound understanding of text	Termly assessment of fluency / comprehension to ensure appropriate matching of phonetically decodable book - Reception/KS1 Ongoing Assessment through Accelerated Reader to ensure books are at a suitably challenging level-KS2