

Curriculum Statement for Reading

Mission statement
Learning together hand in hand with our friend Jesus.

Reading Statement

At St Mary and St Michael's we believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want pupils to develop a love of reading, a good knowledge of a range of authors and be able to understand more about the world in which they live, through the knowledge they gain from texts. – *Please see Reading Curriculum 2021/2022 for additional information*

Intent	Implementation	Impact
<p>At St Mary and St Michael Catholic Primary School, reading is a top priority and is a key driver for our curriculum. It is our intention to ensure that by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.</p> <p>We do not put ceilings on what pupils can achieve in reading and we do not hold pre-conceptions about any pupil's ability to make progress. We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through good quality texts.</p>	<p>The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. At St Mary and St Michael Catholic Primary School, we use a synthetic phonics programme called 'Read, Write, Inc Phonics'. In RWI Phonics, children learn to read accurately and fluently with good comprehension.</p> <p>Throughout the programme, children learn the English alphabetical code: the 15+ graphemes that represent 44 speech sounds. They rapidly learn sounds and the letter, or groups of letters, they need to represent then in three sets of Speed Sounds Lessons. Simple and enjoyable mnemonics help all children to grasp the letter-sound correspondences quickly, especially those who are at risk of making slower progress of those who are new to learning English. This learning is taught and consolidated every day. High Frequency words that are not phonically regular are taught as 'tricky words (we call them red words) and are practiced frequently.</p> <p>Lively phonic books are closely matched to children's increasing knowledge of phonics and 'tricky' words so that, early on, they experience plenty of success.</p> <p>Repeated readings of the texts support their increasingly fluent decoding. A thought – provoking introduction and prompts for thinking out loud and discussion help children comprehend what they are reading. Teachers read aloud and discuss picture books with similar themes to those in the Storybooks so children build up background knowledge ready for the next Storybook.</p> <p>Children read the story <u>three</u> times. On the first read, children focus on accurate word reading; the second, on</p>	<ul style="list-style-type: none"> • Pupils will enjoy reading across a range of genres • Pupils of all abilities will be able to succeed in all reading lessons • Pupils will use a range of strategies for decoding words, not solely relying on phonics • Pupils will have a good knowledge of a range of authors • Pupils will be ready to read in any subject in their forthcoming secondary education • Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to homework • The percentage of pupils working at EXS within each year group will be at least in line with national averages <p>The percentage of pupils working at GDS within each year group will be at least in line with national averages</p> <p>There will be no significant gaps in the progress of different groups of pupils</p>

developing fluency and the **third**, on comprehension. Fluency and comprehension increase with each repeated reading. Children are assessed and grouped according to their phonics knowledge. Ongoing assessment means that groups are constantly adjusted to ensure the best progress for each child.

Whole Class Shared Reading lessons take place several times weekly Y2 – Y6. These sessions focus on an excerpt from a high-quality text, pitched towards the higher ability end of the class. This sharing of a short extract from high quality texts allows for teachers to model reading that are often invisible skills employed by good readers, as well as exposing children to rich and varied texts, harnessing their imagination and promoting a love of books from different genres. Children are given the opportunity to develop their reading fluency and comprehension skills and all children are given an equal opportunity to succeed against age related expectations. Teachers and teaching assistants provide support through targeted conversations and modelling during these sessions in order to challenge all learners.

All children read aloud daily during phonics or shared reading; in addition to this they read at least once a week with teachers and teaching assistants.

Teachers create a positive reading and writing culture in school, where both are promoted, enjoyed and considered 'a pleasure' for all pupils. The following interventions are in place to support children who are falling behind: Additional phonics for children who was absent on the day a new sound/grapheme were taught at set points in the day. Sound recognition and blending groups for identified children in Reception and Year 1. RWI Phonics continue to be taught to children in Year 2 who are working towards passing the Phonics Screening test. Lexplore Intensive Programme for children in Y3 to Year 6 who are reading below Age Related Expectations. This programme is delivered to children 1:1 for 10 min every day.