

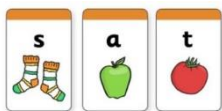


## Reading

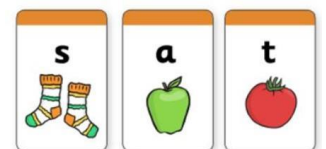
### Intent, Implementation, and Impact Statement

At St Mary's we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to create the perfect balance between instruction in cognitive reading processes which develop the children's technical and comprehension skills and affective experiences which foster a lifelong love of reading. Through this, we cultivate the behaviours that they will need, to be discerning readers as they read frequently and widely using self-regulation strategies and discuss what they read.

This curriculum is delivered through synthetic phonics, a linked approach to shared and guided reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.



### Early Reading and Phonics



#### Intent

Synthetic phonics is the first formal method for the teaching of reading that we use as it provides the foundations required to become a fluent reader. We understand that once children can decode fluently, the teaching of comprehension is quicker and more effective as they are able to focus all of their attention to understanding what they read. Daily, fast paced, highly interactive and challenging phonics lessons ensure effective learning and progress.



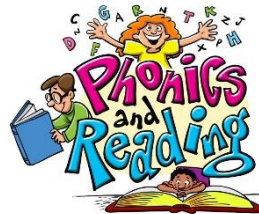
#### Implementation

Decoding and graphic knowledge are taught using the Letters and Sounds phonics scheme principally, alongside other programs such as Phonics Play and Nelson Phonics. Twinkl Phonics (DFE accredited scheme) was purchased in

September 2022 to run alongside the Letters and Sounds programme. This programme will be introduced to the Reception 2022 cohort.

Experienced teachers have developed the Letters and Sounds Curriculum over time to deliver a comprehensive programme which has evidenced success in terms of Phonics Screening Results at the end of Y1 and reading outcomes at the end of KS1 and KS2. Children are taught the graphemes and their corresponding phonemes in the order set out in the scheme, in groups based upon their phonics needs. This begins with the simplest sounds first and progresses systematically through to the most complex combinations of letters. In each session, there is a review of prior learning through the quick recognition of previously learned graphemes/ phonemes and the skills of blending and segmenting are modelled by the practitioner, recapped collaboratively and practised individually in the contexts of reading and writing words, captions and, where appropriate, sentences. In addition to the phonemes, tricky/high frequency words are covered also.

Our phonics teaching is linked to books through whole class reading using big books, shared and guided reading and one to one reading sessions in which the children read phonically levelled texts. (Rocket Phonics and Twinkl Rhino Readers). This ensures that the children understand the purpose of their phonics learning as they are able to apply their learning in a meaningful manner.



In the Foundation Stage, we work hard to secure Phase Three, ensuring the children have firm foundations. During the latter half of the summer term Phase 4 is introduced with the emphasis on reading and blending the previously taught sounds. We do this through the use of the "Letters and Sounds Journey" which each individual child has as a record of which phonemes or tricky words need further consolidation. It is this consolidation that ensures that children's foundations are firm - allowing them to make accelerated progress in Year One where we work to secure to Phase Five. Year 1 starts off with Phase 4 with a shift in emphasis to not only reading the previous taught phonemes but writing the graphemes too. The "Letters and Sounds Journey" continues with parents/carers being informed at the end of each phase or half term which phonemes children need further practice with.

# Phonics

As we introduce Twinkl Phonics in our Reception Class, from September 2022, the prediction is that the children will progress at the same pace, working at Level 4 by the end of Reception Class. This is a focus on adjacent consonants and polysyllabic words rather than any new GPCs.

Children who are identified as not being on track to pass the phonics screening check, receive additional phonics intervention in addition to their daily phonics session delivered by our most experienced teachers. Thus, giving them the best possible chance of reaching age related expectations. We also run a Phonics Workshop for parents/carers in Year 1 in order to inform them what the PSC consists of and how they can best help to support their child. This is in addition to the workshop run for Reception class parents and carers to inform how we teach phonics and early reading early on in Autumn Term. Reading Workshops are also held in every class early in the Autumn Term to explain our reading offer at St Mary's and how parents and carers can support their children with their reading journey.

In Year 2, children who did not pass the phonics screening check, continue to receive phonics sessions and one-to-one phonics coaching which, again, is delivered by our most experienced teachers. The majority of children finish Phase 5 and continue onto Phase 6 during Year 2. Children complete spelling lists in their Pirate Spelling Books which they start in school and then using the LOOK COVER WRITE and CHECK strategy, they practise this spelling at home. The "Letters and Sounds Journey" continues with half termly assessments and children taking home a copy of the spellings (phonemes) they are still unsure of. There is a small number of children who require phonics teaching in Key Stage 2 because they are reading below age related expectations, and they continue to read phonically levelled texts.



Year 3 continue Phase 6 phonics which builds from Year 2. They have 3 timetabled whole class phonic sessions a week until Christmas\*. The focus is on the spelling patterns they have begun in previous years, but there is less of a focus on phonics and more emphasis on understanding and learning the spelling rules, as well as attention to prefixes and suffixes. It links closely with

grammar teaching. This is taught through weekly spellings, handwriting, recall and sentence writing.

A small group of children who do not pass the Phonic Screening check have Phase 5 phonic sessions which continues from the previous year which is delivered by the class teacher or TA.

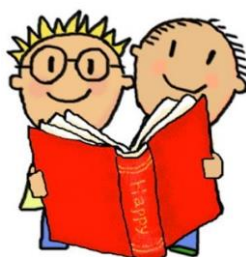
\*this depends on where Year 2 finish letters and sounds as it may only need to go up to October half term. It is cohort-specific and is informed by Letters and Sounds Journey assessments.



All children in Foundation Stage receive one-to-one reading; the frequency of which is determined by their needs. In these sessions and for their home reading, children read books which are at the correct level for their ability. (Assessed by teacher through teacher assessment and miscue analysis/benchmarking.) A small number of children in Y1 and Y2 receive frequent 1:1 reading whilst the rest are heard read in small, guided groups at least once a week. From September 2021 we are running 1:1 Reading Interventions, led by an experienced teacher, to target those children who did not achieve age related reading expectations at the end of their year (based on tracker evidence).



A number of children in Years 1 and 2 who are judged to need a little extra boost with confidence in reading or to develop their pace and fluency are paired with Year 5 and Year 6 children to assist them with their reading as 'Reading Buddies' which we have found to have great effect.



Finally, the reading of common exception words is threaded through phonics sessions and shared and guided reading. To allow for further consolidation, these words are sent home with children to ensure continuous practice.

### Phonics & Reading



## Impact

Children's progress in phonics is continually reviewed through periodic phonic assessments and evidence from their reading and writing. (Letters and Sounds Journeys, benchmarking, miscue analysis, Reading Journals, guided reading teacher's plans and commentaries.) Through these, teachers identify the graphemes that need to be addressed which then informs groupings. In June, the national Phonics Screening Check is undertaken to confirm that the children have learned to decode to an age-appropriate standard and determines what level of provision they will require the following year. In Key Stage One, regular assessment of the children's decoding and comprehension is undertaken through PM Benchmarking and as they progress through Year 2, written comprehension tasks.

Y1 Phonic Screening Check	% Children at Expected Standard (32+)
2017/2018 cohort	76%
2018/2019 cohort	100%
2019/2020 cohort (not published) PSC taken in Autumn 2020	90%
2021/2022 cohort	96%

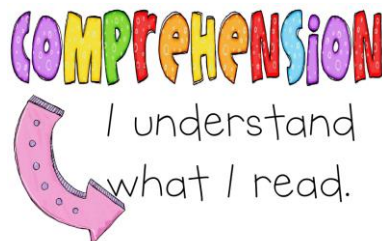
Y2 Reading Scores	Results (expected standard+)	
2017/2018	72% (reading comp test)	
2018/2019	79.3% (reading comp test)	
2019/2020 (not published lockdown 1) <b>predicted</b>		
(2020/2021 not published lockdown 2) <b>adjusted</b>	90% PM (JWL+) Benchmark, teacher assessment	
2021/2022	EXS 82.7%	GDS 21%



## Shared and Guided Reading

### Intent

Throughout Key Stages One and Two, our shared and guided reading sessions balance the teaching of reading between word reading, wider decoding skills, acquiring new vocabulary, grammar for reading, wider comprehension strategies and response to text, in order to develop fluent readers who, understand what they are reading. Comprehension is taught from an early age to prevent comprehension difficulties arising as the language demand of the texts they encounter increases. We believe that it is important that children read for meaning because not only does a lack of comprehension create a barrier to educational attainment but also because better comprehenders are more likely to be motivated readers.



### Implementation

Shared and guided reading sessions help to develop effective reading strategies. In KS1 group guided reading, the teacher works with each ability group in turn, emphasising the objective for the group based on prior assessment, listening to each child independently read a text at instructional level and assisting them in attaining the objective. Oracy is a key element of our guided sessions as the children reflect upon their progress towards the key objective. Both shared and guided reading sessions include a wider strategy check to ensure that children continue to apply the full range of strategies as they read; when introducing the text children are also given a few minutes to clarify vocabulary in context. Sentence stems are frequently used to scaffold the children's application of the strategy in both sessions.



The key skills focussed on in these sessions cover the objectives set out in the National Curriculum as well as the strategies that evidence based educational research has found make a good reader. These are set out in the St Mary's Reading Trackers for Y1 and Y2, Lower KS2 (Y3 and Y4) and Upper KS2 (Y5 and

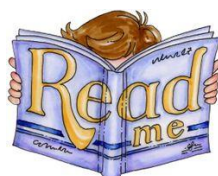
Y6). These progression statements explain precisely what level each of the key skills should be taught at in each year group and are used to ensure that an appropriate pitch and expectation in reading is being planned for. Furthermore, progression is ensured through the strategic planning of reading across the school with a greater emphasis being placed on the teaching of word reading objectives and a lesser proportion of sessions dedicated to wider decoding skills, comprehension strategies and the children's response to text in Reception, Y1 and Y2, with those children in Y2 reading Band 10 and above moving to wider reading strategies and a greater focus on comprehension.



Broadly, in lower Key Stage Two, the focus shifts with a greater emphasis being placed on the teaching of comprehension objectives with a lesser proportion of sessions dedicated to word reading, wider decoding strategies and the children's response to text. Whereas, in upper Key Stage Two, whilst a significant proportion of sessions are still spent teaching comprehension strategies, a similar proportion is spent developing children's response to text, with a lesser proportion of sessions being spent on word reading and wider decoding strategies. However, the exact proportion and foci of sessions is always based upon the assessment of children's reading, responding to their needs.

Guided Reading is timetabled daily in KS2 with groups based on reading assessments, both formative and summative. Children are grouped by ability, but the groups will be fluid, depending on the skills that are covered. Each session will focus on a reading skill and will be highlighted on the planning format. The planning will highlight the key vocabulary from the text, questions to be asked during the session, comments about each child to show their progress against the objective and any next steps that may have arisen as a result of the session. The resources will be a mixture of books, extracts and other appropriate resources (See sample planning sheet).

For those children who are well behind age related expectations they receive frequent 1:1 reading sessions with their class teacher and a teaching assistant.



Progression is also ensured through the pitch of texts used for shared and guided reading. Where possible, we use whole texts for both shared and guided reading, aiming for a balance of fiction and non-fiction and use of a wide range of text types. The texts used for the shared sessions are familiar to the children because they are the class read aloud text or are linked to a topic that they are studying.

### Impact

Teachers use a combination of PM Benchmarking, Running Records, St Mary's Reading Trackers, Reading Comprehension Tests (*PAST SAT papers, Headstart, Scolastic etc*) to assess children and place them on a termly tracker.

Where children are found to be having difficulties with their reading, children will have additional reading sessions with their teacher, an intervention teacher, a teaching assistant and in a small number of cases from an outside specialist such as our Dyslexia Support teacher.

The end of KS2 data for the academic year 2021/2022 shows that attainment in reading at St Mary's was 80% children achieving age related expectations and above. In 2022, 43.3% of pupils achieved Greater Depth in reading; this is a higher proportion than those who achieved these standards locally and nationally. This year's cohort 2021 2022 average scaled scores in comparison to national data is also extremely high at 107 a full two points ahead of national scores for 2022.

Year 6	End of KS Data 2019 EXS+	End of KS Data 2022 EXS+	Differences	End of KS Data 2019 GDS	End Of KS Data 2022 GDS	Differences
Reading	77.4%	80%	+2.6%	38.7%	43.3%	+4.6%



## Reading for Pleasure and Home Reading



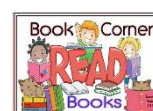
### Intent

It is important that children are motivated to read at home regularly; when their reading miles increase, so does their fluency and stamina which in turn increases their enjoyment of reading. Therefore, the link between children's motivation to read and reading for pleasure is reciprocal. Furthermore, we know that reading for pleasure is beneficial not only for not only reading outcomes, but for wider learning enjoyment and mental wellbeing. Thus, we work hard to foster a love of independent reading and build communities of engaged readers. We understand the significance of parents and carers in supporting their children to develop both word reading and comprehension skills, so we endeavour to build a home-school partnership which enables parents and carers to have the confidence to support their children with reading at home.



### Implementation

Our individual class libraries allow children to immerse themselves in the wonderful world of books. They are stocked with an attractive range of fiction and non-fiction to support every ability and reading choice and encompass the latest reading trends and classic texts that should be part of every child's primary school experience - building the children's cultural capital. The use of these resources is enhanced by the teacher's knowledge of children's literature and of their pupils as readers. The classroom reading environment has been designed to engage children in genre and theme, in order to help them make more informed and adventurous choices when choosing their own books. School stock is supplemented by the St Helens School Library Service which refresh books termly. Children are actively encouraged to draw comparisons between the books and authors they have read, both in class and independently, to make them more astutely aware of their own likes and dislikes. To promote this, each class votes for their "Reading Beacon" and this team of beacons are actively encouraged to promote reading and reading activities throughout school. Children from years 1-6 keep a current favourite book in their tray, known as their "tray" book, this is a book brought in from home, from the local Billinge library, from the class library or the school library. This book or indeed any favourite book is shared with their classmates during story time and timetabled "Show and Share" sessions in Y1 and Y2. In KS1 Take Home Teddy is used to encourage children to share their bedtime reading routine with the class teddy and then come back into class to tell us all about it! In addition to this we have a small school library, run and organised by the Y6 children and all classes have



the opportunity for a timetabled lunchtime visit. Infant children can borrow a book too and this is issued by their teaching assistant who know the child and can guide them in their choices.

A "Book Club" for KS2 children, is run by Mrs Ryan where the children read a book together over the course of a few weeks with opportunities to discuss author's intentions, themes and characters.



To promote parental engagement in home reading we provide parental engagement workshops. These interactive sessions are designed to facilitate engagement between parents, the school and their children's reading. They begin with messages about the importance of reading for pleasure which is followed by informal parent children reading time supported by teachers where necessary.

The frequent reading aloud of good quality picture books, short stories, chapter books, poetry and non-fiction is part of our whole school routine and there is dedicated curriculum time for this. This is in acknowledgement of the fact that children who are regularly read to, do better both socially and academically. The texts used are selected by their teachers to ensure that during their time at our school, children experience a range of authors and genres encouraging a breadth in their reading that will lead to greater engagement.

At our school, we want all children to learn to read within the context of social reading environments. In Foundation Stage, book talking inspires children to pick up a book and throughout the rest of the school, our Reading Beacons encourage peer to peer discussions about books. Through engaging in open questions about their reading books and giving recommendations, we develop interactive reading communities of courageous and discerning readers. Finally, we celebrate reading together throughout the year by taking part in both local and national reading initiatives including National Poetry Day, Reading Challenge, Get Caught Reading, The Book Fayre, The Book Bus and World Book Day.



### Impact

In our Home Reading Section, we have phonetically decodable books, book banded books and a range of carefully selected age-appropriate readers which enable children to have a book issued at the correct level. Our earliest readers have a fully decodable book sent home weekly. Parents are encouraged to complete a Home Reading Record for their children outlining any concerns, issues or points they want to raise about home reading. Home Reading is closely monitored by the class teacher to ensure all books issued for home are at an



independent level. In order, to promote home reading further children are incentivised to return their books through the issuing of a certificate, sticker or some other such reward. Children's progress in reading is shared with parents three times a year; through parents' evenings in the autumn and spring terms and written reports in the Summer term with an optional meeting offered if parents/carers want to discuss their child's progress in greater detail.

The more that you read,  
the more things you will know.  
The more that you learn,  
the more places you'll go.

- Dr. Seuss

