

St. Paul's CE Primary School



English - Reading Overview

"A reader lives a thousand lives before he dies....the man who never reads lives only one."

George R.R. Martin

English Rationale

At St. Paul's CE Primary School, it is our intent for English to be promoted as a discrete subject in its own right, but first and foremost, for it to be respected as a structural underpinning of the entire curriculum. In order to ready children for the next stage of their education, as well as their future lives, we aim to develop each individual into an imaginative communicator. They will be well-equipped with the basic reading, writing and oracy skills they need to articulate themselves through life's journey; key in this is the skills, knowledge, understanding and application of English in all its forms. The English curriculum at St Paul's is designed to promote and instil a love for reading, writing and high-quality literature into pupils of all ages. English is embedded within lessons across the curriculum and we strive to achieve a high level of English for every individual, regardless of their background; it is our aim to ensure that every child becomes a fluent reader, capable writer and confident speaker by the time they leave St Paul's CE Primary School.

Reading – Intent

At St. Paul's we encourage a climate of positive attitudes towards reading and how reading for pleasure will allow all children to become confident, keen and capable readers. Whilst learning discrete reading skills is vital, it is equally as important that we develop positive attitudes towards reading for pleasure as this can play a key role in children's development. It is a shared expectation that every child will become a confident reader.

The sequence of reading books will show a cumulative progression in phonics knowledge that is matched to the school's phonics programme. Children will become confident, fluent readers, which will give them access to a wide range of literature taught throughout the curriculum. Teachers have good knowledge and understanding of the development and application of English skills in all key stages.

Reading - Implementation

Every child is taught a range of strategies to support their development to become a confident, independent reader. Teachers understand how to develop children's language initially through stories, rhymes, songs and the sounds of letters; their spoken language skills and their vocabulary; the knowledge, skills and understanding needed to read and write. In EYFS and Key Stage 1, since September 2022, phonics is taught through Little Wandle on a daily basis which enables them to segment and decode words. Once the children have learnt how to read, they can then learn to comprehend and understand the text they are reading. Reading books are engaging and provide them with the opportunity to practise their phonic sounds within the current phase of learning. Children are encouraged to use these strategies independently to understand, enjoy and learn from a range of texts. Through this they will become fluent, expressive readers with the stamina to enjoy challenging texts. Book discussion is widely encouraged in class which supports them to empathise with characters, share opinions and debate topics.

From Y2 to Y6, children predominantly learn reading skills through a whole class guided reading approach which allows children to develop key skills and strategies for reading. Some smaller group, paired and individual reading takes place alongside this where appropriate. Children complete guided reading journals which help teachers formatively assess the children and know what their next steps are in order for them to make progress. This also ensures early and well targeted interventions can be implemented to enable pupils to catch up.

The planning and teaching of the whole class guided reading sessions follows the same approach throughout school. Over two lessons (or in some cases three) the teaching sequence followed consists of the following skills:

- prediction
- genre discussion
- read and annotate
- vocabulary
- understanding the text – timed retrieval
- exploring the text – inference
- mini test - using SAT style questions i

This sequence is highly effective in the development of basic/higher order reading skills. It can be used, not only as a discrete activity to focus on key skills from the long term objectives, but also to link reading and literacy with specific genres and other areas of the curriculum.

EYFS and KS1 children receive weekly reading books in line with the current phonics phase being taught. More able children are given a 'challenge' book to encourage recognition of new words. KS2 children follow Accelerated Reader which ensures children are reading at the correct level for their individual age related score. Children complete a quiz upon completion of reading a text, which assesses their current level, progress and whether they need to move to a level more appropriate to their level of understanding.

Half-termly Accelerated Reader STAR reading tests identify attainment levels, track attainment and monitor progress. Summative assessments published by NFER are used at 3 points throughout the year for years 1, 3, 4 and 5 and years 2 and 6 use past SATS papers. These assessment and the data analysis which follow highlight the children who are on track as well as those not making the required progress. Through pupil progress discussions children are identified to receive targeted support.

Reading - Impact

Reading within the English curriculum is well thought out and planned to demonstrate progression. As all aspects of reading are an integral part of the curriculum their reading skills are transferred to all areas of the curriculum. Children enjoy listening to adults read and develop a love of reading, gaining satisfaction from their growing success in developing independence and fluency.

Impact is measured in a number of ways:

- Independent reading assessments are completed at the end of each half term. The results are inputted on to Arbor for teachers to analyse the results and re-assess children's age related reading levels. Alongside the Accelerated Reader STAR reader test results these can be correlated to ensure children are receiving the correct level reading book, highlight gaps in learning and identify children needing additional support.
- Reading will be assessed in Standard Assessment Tasks (KS1/2 SATs) to provide a NC reading level.
- Learning walks involving looking at reading journals and lesson observations.
- The pupil's voice about their learning.

By the time they are in Upper Key Stage 2, a whole range of genres will be familiar to them and the majority will be fluent readers thus enabling the teaching to concentrate on particular reading skills. In addition, parents and carers will have a good understanding of how they can support reading at home through reading open mornings, parent consultations and they contribute regularly to home-school records. This communication is vital as a running commentary between school and home.