



St Mary Magdalen's Catholic Primary Reading Overview

*You are unique, talented and loved by God Every child has the right to an education.
(Article 28 UNCRC)*

*Education must develop every child's personality, talents & abilities to the full. (Article 29
UNCRC)*

This policy is written with consideration for the Gospel values of our Catholic school and for our ongoing commitment to the Rights of the Child which underpins our day-to-day practice and ethos. Although direct reference to these considerations are not continuously made, the policy has been written with full awareness of our responsibility and commitment to the faith and rights of our pupils.

As part of the Bishop Chadwick Catholic Education Trust (BCCET), we are committed to upholding the key values of our family of schools in the teaching of reading:

- **Excellence:** Reading is planned, taught and monitored to enable staff and pupils to achieve excellence.
- **Respect:** all of our school family are created in the image of Christ and are treated with equity and fairness. We are committed to providing support, high expectations and challenge for our staff and pupils, no matter their starting point, to help them develop their reading ability to the full.
- **Community:** we work as a community to achieve our aims and teach our pupils the value of collaboration and team work through reading.
- **Gifts:** we support all staff and pupils to enable them to fulfil their potential.
- **Aspiration:** staff and pupils are supported to be the best they can be and we ensure the needs of every individual are met.
- **Celebration:** we recognise and celebrate success, resilience and positivity in reading.

Our pupils are all unique individuals with their own strengths, aptitudes, interests and dreams. As a Catholic school community, we support each child to make the most of every opportunity we offer.

Vision

At St. Mary Magdalen's, our reading curriculum has been developed to ensure every child can reach their potential in reading and that an enthusiasm for and confidence in reading is engineered in each child. Our school's philosophy of language is that the teaching of reading has a crucial role to play in equipping learners with the language skills they need to become effective members of their own communities, the world of work, and of society in general. The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, using language to learn and communicate ideas, views and feelings. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society. Reading enables our children to express themselves creatively and imaginatively, as they become enthusiastic readers. Our children gain an understanding of how language works by looking at its patterns, structures and origins. At St. Mary Magdalen's our children use their knowledge, skills and understanding in reading across a range of subjects and genres. Our well sequenced



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curriculum enables children to build on their reading skills. Staff are ambitious for all children and responsive to their learning to ensure a deep understanding.

National Curriculum

The National Curriculum for reading (detailed below in italics) aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow:

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing



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a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential 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.

Intent

At St Mary Magdalen's we also aim for our pupils to:

- listen with concentration in order to be able to identify the main points of what they have heard;
- listen with enjoyment and enjoy being read to;
- make their own choices and selections from a wide range of texts;
- reflect on their own and others' contributions and the language used in a range of activities;
- develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- to encourage children to become enthusiastic, reflective and critical readers through contact with increasingly challenging texts which will develop their comprehension skills.

Implementation

Each year group has mapped out yearly overviews which highlight reading opportunities and show progression of reading skills throughout each year. An overview of reading throughout each phase is noted below.

Read Write Inc. Phonics

We have chosen Read Write Inc because it is a programme structured primarily around the sounds of speech. We know that the children in our school acquire language naturally. Writing systems were designed to represent speech. We understand the importance of following a phonics programme that recognises that our writing system is secondary knowledge and we need to **teach it explicitly**.

Reading and writing are taught in parallel in every phonics lesson. Phonics teaching starts with the language that children acquire naturally - the sounds of their language; it teaches how to read and write them. It works from speech to print.

Guiding principles:

- Read Write Inc teaches the essential skills required to become confident readers and spellers: **blending, segmenting, phoneme manipulation**. These skills are taught explicitly and are practised in the context of reading and spelling real words in every single lesson from the very beginning.



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- The conceptual knowledge teaches children how our alphabetic code works (all 175 representations/spellings of the 44 sounds of English in the context of real words).
- Teachers are consistent in the language they use from the very beginning, we teach that letters or combinations of letters spell/represent sounds. They do not say or make sounds. The same **consistent approach** is applied from EYFS to Y6. Whether a Reception child is being taught 'mat' or a Y6 child is being taught 'chlorophyll', the language used will be the same; staff will use the same strategies/ language to explain errors when students make mistakes. Phonics skills are built upon throughout the school and resources used are consistent in each class with reference made to the sound charts from EYFS to Y6.

How is the programme implemented?

- Small group teaching ensures all students are appropriately challenged within the lesson. Diagnostic assessment tools are used regularly so that teachers can identify children who need intervention. Analysing and interpreting assessments enables teachers to plan effective interventions, such as extra Fast Track teaching for children needing some extra support.
- Highly structured lessons support consistent practice across school. All adults use the same clear language. Staff cover reading and writing in every lesson and allow for practise. Consistency and repetition reduce cognitive load for students. They become so secure with the daily routine, cognitive attention is on what they're learning and not second guessing how tasks might work.
- Cumulative (everything builds on what has been taught previously) and is regularly repeated.
- Multi-sensory - the children are constantly revisiting:
 - Saying the sounds
 - Seeing the spellings of sounds
 - Hearing the sounds
 - Writing the spellings of sounds

All senses are interacting to enhance that connection between speech and print.

Early Years

The DfE identifies three areas that are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:



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- literacy
- mathematics
- understanding the world
- expressive arts and design

Within reading, expectations are that a curriculum will adhere to these principles: it is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Reading is taught daily, much of this through Read, Write Inc. phonics and links are made across the curriculum so that the three prime areas of learning are strengthened. Reading is encouraged in all areas in the EYFS classroom through self-initiated and teacher led focus tasks. Children are listened to read on a 1:1 basis. The EYFS 'story cycle' allows pupils to enjoy familiar, high-quality texts, delving deeper into their understanding and questioning each time they read.

Reading:

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Comprehension:

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Key Stage 1

It is essential that teaching focuses on developing pupils' competence in word reading and comprehension (both listening and reading). Different types of teaching are needed for each.

Skilled word reading involves both decoding and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is such an important part of the early teaching of reading to our youngest pupils. In St. Mary Magdalen's pupils are taught the Read Write Inc phonics program to ensure rapid progress in their phonic knowledge.



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Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from discussing a wide range of stories, poems and non-fiction to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

During year 1, teachers should build on work from the Early Years, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge they already have. The understanding that the letter on the page represents the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes for common exception words. Pupils should be helped to read words without overt sounding and blending after a few encounters.

By the beginning of year 2, pupils should be able to read all common graphemes, in familiar and unfamiliar words, accurately and without hesitation. Pupils' reading of common exception words should be secure.

Reading in Key Stage 1:

- Pupils take part in daily phonics lessons until they are fluent and confident readers who are ready to access comprehension lessons.
- Independent comprehension lessons allow pupils to answer questions on accessible, age-appropriate texts with a focus on the reading domains: vocabulary, inference, prediction, explain, retrieval and sequence.
- Whole class reading allows higher level texts to be explored through teacher-led discussion.
- Reading for pleasure time is timetabled daily to ensure pupils enjoy stories and foster a love of reading.
- Home reader books are closely matched to pupils' phonics ability.
- Pupils read to an adult at least once per week. Pupils in the lowest 20% will be read with daily.
- Classrooms have an inviting reading area and displays to promote reading in school.

Key Stage 2

In Key Stage 2, pupils further develop their skills in reading fluency and comprehension. Lessons are planned to build upon prior knowledge and skills following the national curriculum programmes of study.

Reading in Key Stage 2:

- Independent comprehension lessons allow pupils to answer questions on accessible, age-appropriate texts with a focus on the reading domains: vocabulary, inference, prediction, explain, retrieval and summarise.
- Whole class reading lessons explore higher-level quality texts through a range of genres and themes. These lessons are teacher-led to ensure higher level discussion and exploration of vocabulary.
- Reading for pleasure is timetabled daily to ensure pupils enjoy stories and foster a love of reading. Class novels are planned to cover a range of genres and themes.
- Reading Plus is used as a program to support reading fluency, vocabulary and comprehension. It encourages pupils to read widely through the 'window and mirrors' technique so that pupils can see themselves within texts as well as open their minds to other cultures and experiences. This is used both in school and at home to ensure accelerated progress in reading.
- Home reading books follow the Oxford Reading Tree stages and pupils access high-quality library books to encourage reading for pleasure.



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- Pupils read to an adult at least once per week. Pupils in the lowest 20% will be read with daily.
- Classrooms have an inviting reading area and displays to promote reading in school.

Developing a Love of Reading in School

We aim to instil a love for reading within all pupils to ensure they have the best start in life. This is done a range of ways across the curriculum:

- Reading for Pleasure time (daily in classes)
- Reading Plus implemented in Key Stage 2 to offer a wide variety of texts and genres
- Reading buddies allow pupils to share books with each other and model reading across the phases
- Reading ambassadors plan reading events such as World Book Day and promote reading in school.
- Teacher swap days are planned to allow teachers to share their favourite books with other classes.
- Reading shed is always open and ready for use at break times and lunch times to promote reading during unstructured times.
- Each phase has a reading spine including high-quality texts which can be accessed by pupils and class teachers either as class readers or for home school reading books.
- Reading raffle tickets are distributed to pupils who read 5 times at home each week. Tickets can be kept and exchanged for prizes.

Inclusion

At St. Mary Magdalen's Catholic Primary School, we enable access to the whole curriculum for every pupil and to ensure progression and reinforcement of skills and concepts throughout the year groups.

Literacy is a basic skill and is key to creativity, imagination and critical thinking. We want our pupils to find learning exciting, compelling and intrinsically worthwhile. At St. Mary Magdalen's Catholic Primary School, we teach to all children, whatever their ability. Reading and language are a central part of the school curriculum to provide a broad and balanced education to all children and to enable them to access information for the whole of their lives. Pupils are always included in the sharing of whole class texts and may be scaffolded to help them access and understand this. Teachers and teaching assistants provide adaptive learning opportunities matched to the needs of children whether they are working at standard, require further support or are exceeding. We ensure that children who are not at the expected standard are targeted for one to one reading and if necessary additional phonic intervention after screening. Where children have a recognised additional need, reading also considers the targets set for individual children in their Support Plans. Teachers provide help with communication and literacy through:

- using texts in a variety of formats that children can read and understand;
- using ICT, (other technological aids) and taped materials;
- carefully matching support programmes
- adapting to individual children's learning styles



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Once identified, pupils with special educational needs in speaking and listening, reading or writing will have their needs assessed and appropriate action taken. We create an environment where all children can make progress. We teach all children and ensure that all children know this.

Impact

Senior Leaders, English leads, teachers & teaching assistants are all responsible for monitoring the impact of the English and reading curriculum to ensure pupils have a positive experience of reading:

- Teachers and Teaching Assistants use questioning, support and challenge effectively to gauge understanding in lessons.
- At each assessment point, pupils are assessed and teachers will make a judgement about any consolidation that needs to take place. Children are assessed using teacher judgements, the national curriculum and termly reading papers.
- These assessments are used to inform future planning and address misconceptions.
- Timetabling includes additional time beyond the English and reading lessons to provide intervention where needed.
- Teaching & Learning is monitored through the Five Strand approach in line with BCCET which includes:
 - a. Checking of planning by subject lead / SLT to ensure thorough and timely coverage
 - b. Lesson observations
 - c. Shared monitoring of books with opportunities for discussion and shared practice to monitor impact collectively
 - d. Monitoring of assessment data
 - e. Pupil Voice