



OUR LADY & SAINT THOMAS CATHOLIC PRIMARY SCHOOL READING OFFER

STATEMENT OF INTENT:

Reading really is at the heart of everything we do at Our Lady & Saint Thomas and staff are passionate about instilling in children a love of reading as well as the tools with which to do it. It is our intent that reading inspires, engages and challenges pupils and we pride ourselves on finding a 'way in' for all children. We recognise that reading is an essential life skill and we aim to develop the key skills which will enable all children to become fluent and confident readers. We will support and encourage all children to decode, comprehend and enjoy reading regardless of starting points and undertake to teach reading systematically and thoroughly in order to enable them to make good progress through high quality teaching and learning.

From the start of their school life, we guide our children into making sense of the written words around them. Even before they enter our doors, our new starters are presented with a copy of 'The Tiger Who Came To Tea' as part of their induction package - this is no happy coincidence. We are saying to our parents and children - here at OLST, we value reading and for many of our children this is the first book they will own themselves. In our Early Years room, children are exposed to written words in play-based activity areas, symbols which relate to them outside of school and a range of texts which are age and ability appropriate. This is underpinned by the stringent phonics -based programme Read Write Inc, which provides an emphasis on teaching children the process of reading through phonic knowledge and blending and building words in EYFS and Year 1. Other classrooms throughout the school display both phonic sounds (right up to Y6) and a rich tapestry of classic and challenging vocabulary. The link between the systematic teaching of phonics and spelling and the teaching of decoding is recognised throughout the school with daily spelling sessions taking place in every room.

IMPLEMENTATION

THE TEACHING OF PHONICS AND SPELLING:

In order to enjoy reading and understand the written word, the children must first be able to decode the letters and sounds that are used to construct the words within our language. From the very outset of their school career in Reception, children begin to learn their letter sounds. This is taught through the Read, Write Inc Letters and sounds scheme and extends across KS1. The children are assessed and placed into groups of similar abilities. This is a system that is well practised and skilfully delivered. Over many years, we have learned that this flexible approach allows children to develop phonic knowledge at their own pace and is one of the key features of our early phonic success. The children learn three new sounds each week and move through the Set 1 pure sounds rapidly. Every day, with each new sound taught, the children practise blending CVC words. There is a regular assessment to ensure that all our pupils are progressing and where a child needs further support, an adult will offer immediate support to ensure that they stay on track. As they learn their sounds, the children are also encouraged to start to develop correct letter formation. This is supported further by children taking home a sound book so they can practise the sound and letter formation at home with their parents.

Once they have learned their pure sounds children will move to set 2 and 3 words where they cover digraphs, graphemes and alternative graphemes.

RWI Expectation

Book Order	Year Group
Ditty Sheets	Reception
Red Ditties	Reception
Green Books	Reception

Purple Books	Reception
Pink Books	Reception/Year 1
Orange Books	Year 1
Yellow Books	Year 1
Blue Books	Year 1
Grey Books	Year 1/Year 2

The children will usually complete the RWI scheme during Year 2 where they then begin to learn their spelling patterns. However, this does not mean that phonics is left behind. The Teacher continues to deliver reinforcement activities both discretely and through other subjects. Usually, by the end of Year 2, the majority of children are secure in their phonic knowledge. Where this is not the case, children are given intervention support either within their classroom setting or on a one to one basis at some other point during the day. Moving into KS2, the children continue to reinforce their phonic understanding throughout Year 3, developing into learning spelling patterns in later years. (Each Year group has a list of spelling patterns they should learn). In KS2, there are daily 'bites' of spelling - 15-20 minutes which introduce, investigate, consolidate and reinforce their spelling patterns. Again, where children cannot access these patterns, interventions are introduced. Very occasionally, a child may need an individualised programme of spelling work.

As well as phonics and spelling patterns, children are also required to learn a list of High frequency words. Teachers will use various methods for teaching these words including flashcards, over-exposure, display. Children are tested on their progress through these words three times a year at our formal assessment points.

GUIDED READING (THE FORMAL TEACHING OF READING):

From the first week in the Reception/Y1 class, children take part in Guided Reading sessions four times per week. They participate in activities which will foster their love of books, develop their vocabulary and develop early reading skills. These activities include sharing stories, reading shared texts, discussing stimulating pictures, describing characters and developing understanding of new and adventurous words. Teachers and support staff will lead focussed groups, concentrating on teaching the decodable skills that they will need to build and eventually understand, words on a page. This continues through into Year 2 where children are given a carousel of activities allowing staff to work intensely on key reading skills whilst providing access to phonic and spelling reinforcement and opportunities for independent, reading for Pleasure sessions. During this school year, there is a gradual shift towards the teaching of formal comprehension skills first through discussion of text, pictures, evidence etc and then moving into a more formal introduction of written comprehension towards the end of Year 2. This concentration upon reading itself at KS1, ensures that children are fluent readers by the end of KS1. Where, on rare occasions children are not, there are interventions in place including hearing children read daily. This is with trained staff who can continue to build their decoding skills as well as daily reading with volunteers which develops fluency and speed.

In KS2, the focus is upon the development of Comprehension skills ie. the understanding of the written word is developed through talking, listening, discussing and explaining. Our dedicated sessions (30 mins per day x4 a week) ensure that children read age-related texts and answer V.I.P.E.R.S (Vocabulary, Inference, Predict, Explain, Retrieve and Summarise / Sequence) as our method to explicitly teach each skill. These whole class or group reading comprehension sessions are used as a powerful tool to allow all children to make progress in reading and provide regular and supportive opportunities for children to encounter engaging texts that will resonate with their interests and capture their imagination. Carefully graded questions allow for children to develop their comprehension skills at an appropriate but challenging level. As a school, we choose not to focus wholly on Whole

Class Reading or the Carousel method, rather, experienced class teachers ascertain what is best for each and every class and taper their Guided Reading Sessions accordingly. Progression is assured as we follow a 'progression of reading skills' document which is adhered to rigidly.

Education Endowment Fund research indicates that reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities and involve activities and texts that provide an effective, but not overwhelming, challenge.

READING WITH ADULTS IN SCHOOL:

Our children are given many opportunities throughout the week to read with teachers, teaching assistants, student teachers, student teaching assistants and Y6 mentors. Time is used wherever it can be found for example, during our staggered start period in the morning. At KS2, each class is divided into groups and teachers ensure the groups read to them at least once per week. There are 15 minutes of quiet reading time every day in every KS2 classroom when children are given further opportunities to read to adults. Our lowest 20% of readers in each class read at least once everyday and often more.

CLASS TEXTS:

Shared texts are very important because it is here, where we can introduce children to new authors or genres, begin to instil a love of reading, explore challenging vocabulary, develop empathy and understanding of characters and introduce the higher order reading skills such as reading in dialect, which are required of greater Depth readers and writers.

In EYFS and KS1, the children read stories which are carefully selected books each term so that the children become familiar with the stories and characters within the books. The children are encouraged to share their opinions about the books read, discussing settings and characters and exploring new vocabulary. Story times also support the children in the development of their listening, understanding and speaking skills. At KS2, class novels are shared at a minimum, three times per week. These sessions are sacrosanct and looked forward to by staff and children alike. Texts are chosen first and foremost for enjoyment and are selected by staff to ensure continuity and progression. Staff will plan their class novels but if a new book is published which a teacher knows the children will love, then a change may be made after consulting with other staff. Staff pick from officially selected age-appropriate books on websites such as 'LoveReading4kids or Barrington Stoke.

Our EYFS provision includes a Writing Zone. This area has a story focus so the children can get to know the particular book in great detail. The children love the books they read often and they enjoy becoming so familiar with them that they can join in as an adult reads them. In KS1, children have a writing session each week. Extended writing often has a story focus where children might retell the story, use adjectives to describe a setting or character, make a list or predict what might happen next. At KS2, children may also access texts when teachers use a book as a focus for an English Unit of work. Again the texts are carefully selected to match the needs of the year group curriculum being followed.

Reading Rich Environments:

Please refer to the Reading in Class 1 document to find specific details of how opportunities for reading are provided through the offer of continuous provision both indoors and out.

All our classrooms have warm, welcoming reading spaces that children are able to access regularly. There are outdoor reading spaces where children can take books to read at play and lunchtimes if they so wish and there are plans for outdoor 'Lending Libraries' to be in place by the end of the Summer Term of 2022 so that children and adults in our community can share and swap books. Teachers are passionate about reading themselves and take every available opportunity to talk to children about great books and texts, make recommendations and sharing books with children in other classes. The very nature of our small school, means that every member of staff knows every child well and someone can usually find a 'way in' for a child who does not enjoy reading. For example, a PGCE trainee in our school has ascertained that a reluctant reader in his class enjoys a particular type of music and musicians - his class teacher has therefore accessed biographies and information about the bands for this child and we have encouraged his interest by suggesting other texts he might like - this has involved all staff and it has made a marked difference to this child's attitude not only to reading, but to school in general.

Our forest school practitioner often uses reading as a stimulus for her work, reinforcing the idea that reading is for everyone and it can be accessed in any place. We have had a focus upon reading events and activities and these are promoted widely on our Facebook Page by the Reading Lead. Visits from a storyteller and later in the year as part of our Arts Week, a poet, continue to promote reading as our priority to children and parents.

Such is our passion for reading that this year, an exciting new development has taken place at OLST. When we developed a single age Year 6 four years ago, our library space had to be forfeited to make way for a classroom and ever since, we have searched for a solution to this missing part of OLST. Therefore, we have taken a cold, draughty corridor and developed a quiet area dedicated to reading. Our Y6 children have developed plans to turn the space into a woodland-themed area working alongside a local artist and this is their leaving gift to the school. The area will formally open in March 2022 and children and adults will be able to access this space whenever they have free time. Coupled with outdoor reading spaces and plans for outside lending libraries for both children and adults, we are striving to make reading accessible to all our school community.

Of course, being able to read and wanting to read are often two different things. Staff at OLST have a passion for reading themselves and share that passion with the children in school. We have a saying that if you don't like reading, you simply haven't found the right book for you yet!

Home Reading Books::

EYFS & KS1:

The books sent home for the children to read are matched to the sounds they are learning and are decodable. These develop and reinforce sounds previously taught.

The children are expected to read and have their home/school reading record signed at least four times per week. This is a whole school expectation which most parents support. If children do not read at home then members of staff hear them in school. From the first week in our Reception class, the children take home picture/wordless books to share and discuss with their parents. They also take home books to develop and encourage reading for pleasure.

Once the children are blending sounds their reading books will contain CVC words for them to blend and read independently. This will progress to include the Set 2 sounds and also CCVC and CVCC words. They will continue to take home additional books (sharing books) to develop and encourage reading for pleasure.

In EYFS, the children also take home a reading book which is updated weekly. This book contains the sounds taught and words to read which contain these sounds. As they learn a new sound it is added to their book. In KS1, they take home reading books as well as their decodable phonic books, which helps build fluency and speed. Challenging texts are explored in a controlled environment in Guided Reading where the teacher enables the children to develop their skills.

This approach transitions across into Year 3 where for the first term, the reading practices of KS1 are maintained in order to provide consistency and progression. As the year moves on, the children transition to a more KS2 approach. Staff still help children make their book choices at this stage.

KS2:

At KS2, there has been a huge shift in the way we encourage reading at home and this came about because of lockdown. Although lockdown brought many negatives, here at OLST we found the positives, particularly with Reading. Our way of reading for pleasure has changed and now, children read our Reading scheme books in school with their teachers where they can be challenged and supported by trained staff and are able to access reading for pleasure books at home with parents. Both children and parents, in KS2 where it is often harder to encourage children to read, report that this way is much better as children want to read because they have chosen and enjoy the books they have picked. Children are encouraged to read anything and everything - comics, magazines, fiction, non-fiction - it doesn't matter so long as they are reading. Many children prefer to read a book that they have received as a gift but they are also able to access books from school too. These books are carefully selected to reflect the interests of that age group and offer challenge and a wide range of genres. This year, we have introduced reading journals at KS2 and staff monitor these to ensure A) that children are reading regularly and B) that they are reading appropriate materials. Where children are reading something too easy or too hard, a staff member will steer and encourage children to something more suitable. However, we never tell a child they can't read something - we allow them the chance and then steer them elsewhere if necessary. Reading for Pleasure at OLST is not a science or a measured system. It is simply the promotion of fabulous texts which any child can access at any time. Once the passion and enthusiasm for reading is established, then children can start to make informed choices about their reading matter.

There are also book lists for parents available to help them navigate the thousands of book choices that are out there and the Reading Lead often posts links to new books on our Face book page.

Buddy Reading:

Across the whole school from EYFS to Year 5, our Y6 pupils are paired with some of our children who need a little extra support in reading. Each child will work with a carefully selected Y6 partner. In their pair, the older child will listen to the younger child read their reading book. This process takes place at a time convenient and arranged by both children and lasts in total for about 3-5 minutes every day. This process helps to further develop children's reading skills and promote a love of reading.

Intervention:

In KS1, children have additional phonics, either 1:1 or as a group to help them to make the correct amount of progress in their phonics and reading. This continues into Year 3 should a child not pass their phonics screening check by the end of Year 2. In years 4, 5 and 6, any child whose reading is below expected level, has additional 1:1 support and in the Summer Term, we hope to introduce group phonics sessions through Fresh Start, which is a RWI catch up programme. These children also are heard :read daily and in some instances more than once.

Impact**Assessment:**

The impact of how we teach our children to become readers is demonstrated through teacher assessment, termly standardised tests and phonics assessments in addition to national testing.

- EYFS Reading %
- Year 1 Phonics Screening Results
- KS1 Reading Attainment - Teacher Assessment
- KS2 Reading Attainment - SATs
- Reading Ages assessed across school three times per year through the Hodder Reading Test which gives an accurate reading age for each child.

Learners:

Children will have a love of Reading and make at least good progress in Reading from their last point of statutory assessment or from their starting point in EYFS.

Children will use their Reading skills as a key tool in helping them to learn, and as a result, know more, remember more and understand more.

Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment or from their starting point in EYFS.

Children will use their English knowledge and skills, in all curriculum areas, to enable them to know more, remember more and understand more.