**Reading at St Augustine’s Catholic**

**Primary School**



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

 ***Dr. Seuss***

**Intent**

Our Reading Intent at St Augustine’s RC Primary School is to build a curriculum where our pupils develop a love for reading through widespread reading for pleasure and purpose by reading with accuracy and fluency, ensuring pupils have the reading strategies embedded to become lifelong readers.

Pupils are encouraged to develop a love of literature by reading widely across both fiction and non-fiction and are encouraged to use their reading skills across the curriculum. Pupils will develop their comprehension skills within each year group, using consistent comprehension strategies throughout their time at St Augustine’s RC Primary School.

**Implementation**

**Reading – Word Reading**

The systematic teaching of phonics is a high priority throughout Early Years and Key Stage 1. At St Augustine’s RC Primary School, we use the DfE validated Sounds Write SSP, which is taught daily to all children in Reception, Year 1 and Year 2.

**Sounds Write**

Staff systematically teach pupils Phonics using the Sounds Write programme, to enable our children to read, spell and write from Reception upwards. Sounds-Write is effective in teaching pupils to read, spell and write because it starts from what all children know from a very early age – the sounds of their own language. From there, it takes them in carefully sequenced, incremental steps and teaches them how each of the 44 or so sounds in the English language can be spelt.

Sounds Write is delivered as whole class lessons. Daily, teachers assess their children to ensure pupils are making progress. We have high expectations for all pupils in our school and if children are not making expected progress, then additional bespoke, personalised interventions are planned to help them catch up as needed.

**Reading - Comprehension**

In KS1 and 2 pupils begin to cover key comprehension skills through the discrete teaching of reading skills. Each class from Y1 to Y6 has a weekly ‘Teaching of Reading’ lesson. Lessons have a newly adopted structure which follows evidence-based guidance from the EEF. Lessons follow the seven-step model framework which is aimed to support metacognition, build accuracy, automaticity and prosody and encourage the enjoyment of reading. During this lesson, following the seven-step framework, pupils also complete reading tasks (questions, summaries, reviews, annotated illustrations etc) to deepen their understanding of the text, create strong mental models of the texts they read and prepare them to be successful future readers. Learning intentions for reading lessons are posed as *questions to be explored* rather than domain specific LOs. This is to reduce the cognitive load and reduce any reading anxiety of the pupils and fosters an environment where learning about texts and developing reading skills can be more ‘in the moment’. Teachers are mindful of the 6 Ps (Pace, Pitch, Pause, Punctuation, Personality, Power!) *(Rob Leight, AHT / Evidence Lead / EEF, 2022) (Siddle and Robinson, Kyra Research School, EEF 2022).*

In addressing cognitive load, building strong mental models and using evidence-based approaches, the teaching of reading at St. Augustine’s helps pupils to know more and remember more.

Teaching staff remain cognisant of the 6 reading domains: Vocabulary, Infer, Predict, Explain, Retrieve, Sequence (KS1) or Summarise (KS2), however these domains and skills do not guide or dictate our teaching as we want pupils to ‘have a chance to experience the excitement, wonder, and fascination that can come from reading.’ (Reading Framework Update, DfE, July 2023). This way the enjoyment of reading and learning about reading cab more ‘in the moment’ and therefore rememberable for pupils.

**Reading at home EYFS & KS1 Decodable books**

Our reading scheme aligns closely to our systematic synthetic phonics programme, (Sounds Write.) Reading books are fully decodable and sequential and allow children to practice sounds they have already learnt in class. Books are specially selected from leading publishers: Sounds-Write, Phonic-books and Oxford Reading Tree. Children should be able to read the book confidently but with an element of challenge. Pupils begin reading *Dandelion Launchers* and *Dandelion Readers* in Reception. These texts link to the first 11 units of the Sounds Write programme (The Initial Code). In KS1, there are 3 levels of Dandelion Reader texts which link to the teaching units of Sounds Write (The Extended Code). Level 1 texts focus upon a single representation of a code, for example ai. Level 2 texts focus upon 2-3 representations of the code, for example ai, ay and ae. Level 3 texts focus upon all representations of a code, for example ai, ay, ae, a-e, eigh, ey, a and ei. The expectation is that Y1 pupils will focus upon Level 1 and 2 texts and Y2 pupils will focus upon L3 before moving onto the reading scheme for the rest of the school.

Pupils and parents are also provided with a ‘reading timetable’ to follow at home. The activities on the timetable are devised to help pupils build stronger mental models of a text and increase confidence, accuracy, automaticity and prosody throughout each week. In addition, pupils also receive a free-choice text which may or may not be fully in-line with there are, however, the purpose of this text is to be read with the child and raise the profile of reading for enjoyment.

**Reading at home KS2**

Children in KS2 complete Star Reading Assessments which is a comprehensive examination that tests the range of students' knowledge of reading and language. This provides children with a Zone of Proximal Development (ZPD) score which enables teachers to make sure children are reading appropriate reading materials that will challenge a student without being overwhelming. Following this, children independently select a book they would like to read from the levelled ORT book selection.

**Impact**

Children leave St Augustine’s as enthusiastic and motivated readers, who are confident and enjoy reading a wide variety of genres and text types. Through the careful teaching of Phonics and comprehension skills, the children develop skills to decode words in order to be able to read fluently with a secure understanding of what they have read and enjoy reading for pleasure and purposes, whilst also recognising that reading and the acquisition of new vocabulary continues beyond a reading scheme.

There are high levels of engagement in the books children read and children respond to the school’s fostering of reading for pleasure. Children develop the ability to read across a range of subjects. They demonstrate high levels of comprehension and vocabulary development.

Learning walks show high quality delivery of Sounds Write and comprehension teaching with children talking enthusiastically about their learning.