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| Reading Intention at St Ignatius  *‘The more that you read, the more things you will know.*  *The more that you learn, the more places you'll go.’* Dr Seuss | C:\Users\Karen T\Desktop\Middle Leaders\reading.jpeg |
| *‘Developing a love of reading can be more important for a child’s educational success than their family’s socio-economic background.’* Organisation for Economic Co-operation and Development (OECD) 2005  *‘Other benefits include an increased breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, better general knowledge and even ‘a greater insight into human nature.’* Reading for Pleasure: A research overview, National Literacy Trust, 2006 | |
| **Intent**  At St Ignatius Catholic Primary School, our aim is for every child to become a fluent reader. It is our intent to provide pupils with a high-quality education in reading that will teach pupils to read fluently so that they can communicate their ideas and emotions to others effectively.  With regards to reading, phonics will be taught in the early teaching of reading when the children start school. We intend to encourage all pupils to read widely across both fiction and non-fiction genres to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, to gain knowledge across the curriculum and develop their comprehension skills. It is our intention to ensure that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject:  We aim for children to:   * Gain a life-long enjoyment of reading and books; * Read accurately, fluently and with understanding; * Apply a knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed; * Develop good comprehension drawing from their linguistic knowledge * Be able to read with expression, clarity and confidence; * Develop a good linguistic knowledge of vocabulary and grammar; * Read for pleasure both at home and school on a regular basis; * Develop a deeper level of emotional intelligence and empathy; * Develop their reading in all subjects to support their acquisition of knowledge;   **Implementation**    **Phonics in Early Years and KS1**  As soon as children start in our Nursery, we begin the teaching of phonics and start to develop children’s love of books by modeling reading, sharing stories and encouraging children to explore a range of books as part of their daily routine. This continues in Reception, where we also begin to teach children to decode (sound out words) and read independently.  Sounds are introduced in Nursery through ‘Jolly Phonics’ so that the children can use the actions to support their acquisition of the initial sounds. The school then follows with Little Wandle Letters & Sounds Revised throughout the rest of the foundation stage and Key Stage 1.  Children have daily phonics sessions and these are taught to the whole class. Children who require extra blending sessions or more support with recognising GPCs will have daily ‘Keep Up’ sessions with a trained adult.  We continue to teach phonics daily, using Little Wandle every afternoon in Years 1 and 2. We aim that all children leave Year 2 secure at Phase 6. Through a combination of modeled, shared, guided, individual and independent reading, as appropriate, children continue to enjoy their reading success and progress. They learn to understand, analyse and thoughtfully respond to a wider range of texts.  Daily Keep Up sessions could also continue in KS2 where needed.  **Reading in Early Years and KS1**  Children are exposed to a variety of books from Nursery and Reception where they are free and are encouraged to spend time in the reading corner during free-flow time.  In Nursery, children will start their reading practice sessions with word-less books. They will be focusing on knowledge of the world around them, vocabulary and comprehension. They will also start to hear initial sounds and oral blending.  In Reception, Year 1 and Year 2, children will be matched carefully to their reading ability using the Little Wandle assessments. They will then be put into groups and have 3x reading practice sessions with a trained adult. The three reading sessions are comprised of:   * Decoding * Prosody: teaching children to read with understanding and expression * Comprehension: teaching children to understand the text   The other sessions will depend on the needs of that group; this could be extra blending practice.  The book is then assigned as an eBook for children to hear their progress at home.  Staff also listen to pupils read on a one-to-one basis where this is needed.  **Key Stage 2**  Little Wandle phonics continues to be taught throughout KS2 for those children not yet at Phase 6: this may be as an intervention. As in KS1, these children will have decodable books for independent and home eBooks, wherever available, in class.  Once children are fluent readers, our approach to the teaching of reading in KS2, like in year 2, is to imbed many of the reading and comprehension skills into the English lessons.  In addition to this, children have 5 x weekly 40 minute ‘Destination Reader’ lessons in which they are taught a very specific reading skill – e.g clarifying or inference. This session is taught as a ‘whole class’ using the gradual release model with a short follow up activity (selfies) and ends with children reading for 20 minutes in mixed ability pairs using the stems. We use real children’s books/extracts to support these sessions. Professional development takes place both externally and internally through visiting speakers and trainers, moderation exercises and attending forums.  **Impact**    The impact of the reading emphasis and teaching at St Ignatius will be…   * All pupils will be able to read with accuracy, speed, confidence and understanding and be ready to access other subjects in their secondary education * A fostering of reading for pleasure * All pupils will make at least expected progress from their starting points * That all children are encouraged to develop their own love of genres and authors and to review their books objectives, this will enhance a deep love of literature across a range of genres, cultures and styles       **Reading for Pleasure**  Reading for Pleasure is encouraged every day so that the children can enjoy reading in a variety of ways: supported one-to one with adults, in breakfast club, listening to their ‘read aloud’ book at the end of the day and events with paired classes and parents. Across the whole school, classes are engaged in reading competitions, trips to the local library, visiting authors and a range of pleasurable, reading activities. Children have access to read outdoors and indoors. The school promotes and celebrates events such as Book Fairs, World Book Day and Readathon. In KS2 the children have access to ‘First News’ to encourage wider reading. Each classroom also has its own book area with both fiction and non-fiction books for children to experience. Children are encouraged to review and recommend books to each other. There are also books displayed within class which link to class topics to encourage children to read information and engage in subjects they are learning about. Parents are encouraged to attend regular workshops which provide advice and ideas for supporting their children’s reading at home.    **Working Wall**  Displays in all subjects are focused on reading through the curriculum and support the acquisition of reading skills and vocabulary. The English working wall makes clear the connection between reading and writing outcomes in our English curriculum. For DR there is a reading display which would have the relevant reading stem displayed.  **Reading Schemes**  In school, we have a range of fiction and non-fiction decodable reading books which are used throughout school to support children in learning to read. We take a combined approach to matching appropriate levels to the books children read which focuses on not only their decodable ability with words, but also an individual’s ability to read fluently and fully understand the books they read.  The scheme used in the reading practice sessions are from Collins Big Cat Phonics which are matched to the Little Wandle phonics progression and support all the Letters and Sounds phases.  Other schemes we also have are:  Oxford Reading Tree and Floppy’s Phonics.  We use Reading Eggs to support reading at home with children being set tasks weekly. Reading Eggs is also used as a resource when remote learning.  **Teaching**  Flexible groupings are used during lessons e.g ability and mixed ability groups, paired reading, guided reading and independent and whole-class learning.  Teachers are expected to have a regular ‘read aloud’ session with their class reading a specially selected range of modern and classic books (Pie Corbett’s reading spine).  Unfamiliar/new vocabulary is taught every Monday with a special vocabulary lesson. Vocabulary is organised into Tier 1, Tier 2 and Tier 3.  Children receive a Reading Diary in which they record comments using specific reading and comprehension skills. It is expected that children read at least x5 per week at home.  **Assessment**  **Formative:**  AFL is used within each lesson to establish next steps for pupils.  Reading comprehension assessment is built into comprehension activities in class.  In KS2 teachers will comment and record children’s progress in the back of their DR books.  **Summative:**  All children in EYFS undergo baseline assessment for reading skills. Phonics assessments happen at the end of every half-term.  In Year 1 children undergo statutory Phonics Screening (which is repeated in Year 2 for those not meeting expected standards).  A whole school approach to assessment and recording is used- Target Tracker. Teachers will also keep their own records of achievement in reading and to track reading at home.  Summative assessment is completed termly with Year 2 and Year 6 sitting their SATs in the summer term. Teachers record the attainment in DR of their classes half-termly on banded book trackers. This provides a clear snapshot of all the children who are reading below, at or above the age-related expectation. | |