

# READING AT ST MARY'S CATHOLIC PRIMARY SCHOOL



## Intent

At St. Mary's Catholic Primary School, we believe that reading is the gateway to learning. A high-quality education in reading enables our pupils to acquire the necessary skills and knowledge to read fluently, understand a wide range of texts, and develop a lifelong love of reading. Through our reading curriculum, we aim to:

1. **Develop Fluent Readers-** We are committed to teaching systematic synthetic phonics to ensure all pupils can decode words accurately and with increasing speed. Pupils will learn to read with expression and clarity, enabling them to access the full meaning and enjoyment of texts.
2. **Build Comprehension Skills** Our reading curriculum is designed to explicitly teach essential comprehension skills, such as predicting, questioning, clarifying, summarising, and inferring. Pupils will learn to engage deeply with a wide range of fiction, non-fiction, and poetry, developing their ability to understand, analyse, and critically evaluate texts.
3. **Foster a Love of Reading-** We strive to foster a genuine love and enthusiasm for reading in all our pupils. Through exposure to high-quality literature, opportunities for independent reading, and engaging book discussions, we aim to inspire our pupils to become confident, motivated, and self-directed readers.
4. **Develop Cultural Awareness-** Our reading curriculum is carefully designed to expose pupils to a diverse range of authors, genres, and perspectives. This allows our pupils to develop a deeper understanding and appreciation of different cultures, beliefs, and experiences, preparing them to be responsible, empathetic, and engaged global citizens.
5. **Support Across the Curriculum-** Strong reading skills are essential for success in all areas of the curriculum. By prioritising the development of reading, we ensure that our child can access the full breadth of the school's educational offerings and reach their full academic potential.

## Implementation

### Sounds-Write Phonics Implementation at St. Mary's Catholic Primary School

At St. Mary's Catholic Primary School, we have adopted the Sounds-Write phonics program as the foundation of our approach to teaching early reading and spelling. Sounds-Write is a high-quality, evidence-based phonics program that provides a structured, cumulative, and multi-sensory approach to teaching children to read and write. Daily Sounds Write teaching will introduce children to the alphabetic code using a clean structure that gradually increases in complexity. Children will have multiple opportunities to apply their knowledge and practise their skills to blend, segment and decode words. Ongoing assessment will assess children's phonetic understanding, identify gaps and identify areas for further teaching and intervention. Trained Sounds Write teachers will have a good understanding of children's capabilities and make adaptations for some children, providing scaffolding where needed to ensure all children make progress. Diagnostic assessments are used where children are struggling with reading to identify gaps in knowledge and skills and plan effective interventions.

### Accelerated Reader

Accelerated Reader is a reading monitoring tool that aims to foster the habit of independent reading among children. Children complete a star assessment that checks their word reading, sentence reading and comprehension skills before awarding them with a zone of proximal development and a book level to ensure that they can read successfully. The program then works by children reading books within their range and completing online, comprehension quizzes for

which they are awarded points towards a termly reading target. Accelerated Reader is used from year 1 to year 6 and aims to increase independent reading, improve reading comprehension and facilitate reading progress. Class teachers are responsible for monitoring their class, highlighting children who are not reading regularly or who are struggling with comprehension skills. This enables fast and effective intervention and support.

As part of our school's reading pledge, all children are given 20 minutes of protected reading time per day. Those children who are not reading regularly at home will have multiple opportunities to read to an adult in school.

### Reading VIPERS

Children from year 1 to year 6 will benefit from 2-3 VIPERS lessons per week focussing on the development of 5 key skills; vocabulary, inference, prediction, retrieval, summarising/sequencing. Children are guided through the exploration of high quality texts to develop these essential skills.

### Reading Role Models and Spaces to Read

All adults in school will strive to act as reading role models to children, sharing their love for reading and books. All class teachers read to the children daily using high quality texts above the children's current reading level. This is protected time and teachers will model reading with expression and interest.

There are carefully designed spaces to read in all classrooms and around school to encourage reading for pleasure. These spaces will be filled with a books from a range of genres.

### Reading across the curriculum

Children will be given multiple opportunities to read across the curriculum and reading opportunities will be inbuilt into all lessons along with opportunities to explore and understand new, subject specific vocabulary.

## **Impact**

The teaching of reading at our school is implemented in a structured and progressive manner ensuring that previously taught knowledge and skills are retrieved and then built upon. Reading is cross curricular and this ensures that children develop an excellent foundation in reading along with a genuine love for reading.

We have observed children discussing and recommending books that they have read and use our reading spaces and displays to encourage and further develop this.

Our diverse range of books allow children to find their preferred genre of books encouraging a love and purpose for reading.

The explicit teaching of reading and the promotion of reading is carefully monitored using our carefully designed monitoring cycle. This process includes lesson observations, book looks, learning and environment walks and pupil voice.