

Reading the St Anne's Way



“To learn to read is to light a fire; every syllable that is spelled out is a spark.” — Victor Hugo

English National Curriculum

Purpose of study:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. 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; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English 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
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

National Curriculum: Reading

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 (ie 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 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.



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Our Intent - *We are a reading school and we are passionate about growing all our children into confident and fluent readers.*

At St Anne's we put reading at the heart of the curriculum and it is the golden thread that runs through everything we do. We believe that there is no other skill more important than reading and that this vital skill will open doors for our pupils, improving their language and vocabulary, stimulating their imaginations and preparing them for modern society. As a school, we will ensure that all our children are taught to read with fluency, accuracy and understanding. We believe reading is an entitlement for all that should enable children to connect with some of the finest words ever written. It should open up a world of possibility and intrigue and is a fundamental life skill which enables children to communicate effectively in all areas and equips them for the challenges they will face in the wider world. We aim to have pupils leave our school as lifelong readers, who have an instilled love for reading in them. In order to do this, children are encouraged to read widely and are exposed to a variety of genres.

It is our aim that reading will support children's learning across the whole curriculum as we know reading is the gateway to all other knowledge. Cognitive science tells us that one of the strongest drivers of reading ability is prior knowledge, which is why we prioritise reading a range of texts across the curriculum. Reading and the teaching of reading is the foundation of our creative curriculum and we believe reading across all subjects within the curriculum will ensure pupils can access the full curriculum offer and prepare them for life beyond the primary classroom, where they will be taking with them the skills required for in-depth reading and analysis. Speaking and listening is prioritised in order to build vocabulary for all learners, in order to understand more complex texts. We provide a reading rich environment where pupils can access a range of non-fiction and fiction texts and poems, quality texts across all curriculum areas and texts that reflect their own areas of interest.

All staff at St Anne's have high aspirations for all of our children and we have ensured that our inclusive curriculum meets the needs of all learners, including those with SEND, so that at the end of their primary experience, they are as prepared as possible for their forthcoming secondary education and the challenges ahead of them. Staff at our school understand that we, as educators, have an obligation to ensure every child is a competent reader. We have high expectations of all children and we encourage children to challenge themselves, persevere and pursue success.

Our number one priority is creating a school full of enthusiastic, confident, independent and reflective readers who can read fluently and for meaning and above all who love to read and read to learn! We want children to see reading not only as a task set by teachers in school but as a pleasurable activity full of drama, enrichment and escapism from the real world.



Implementation

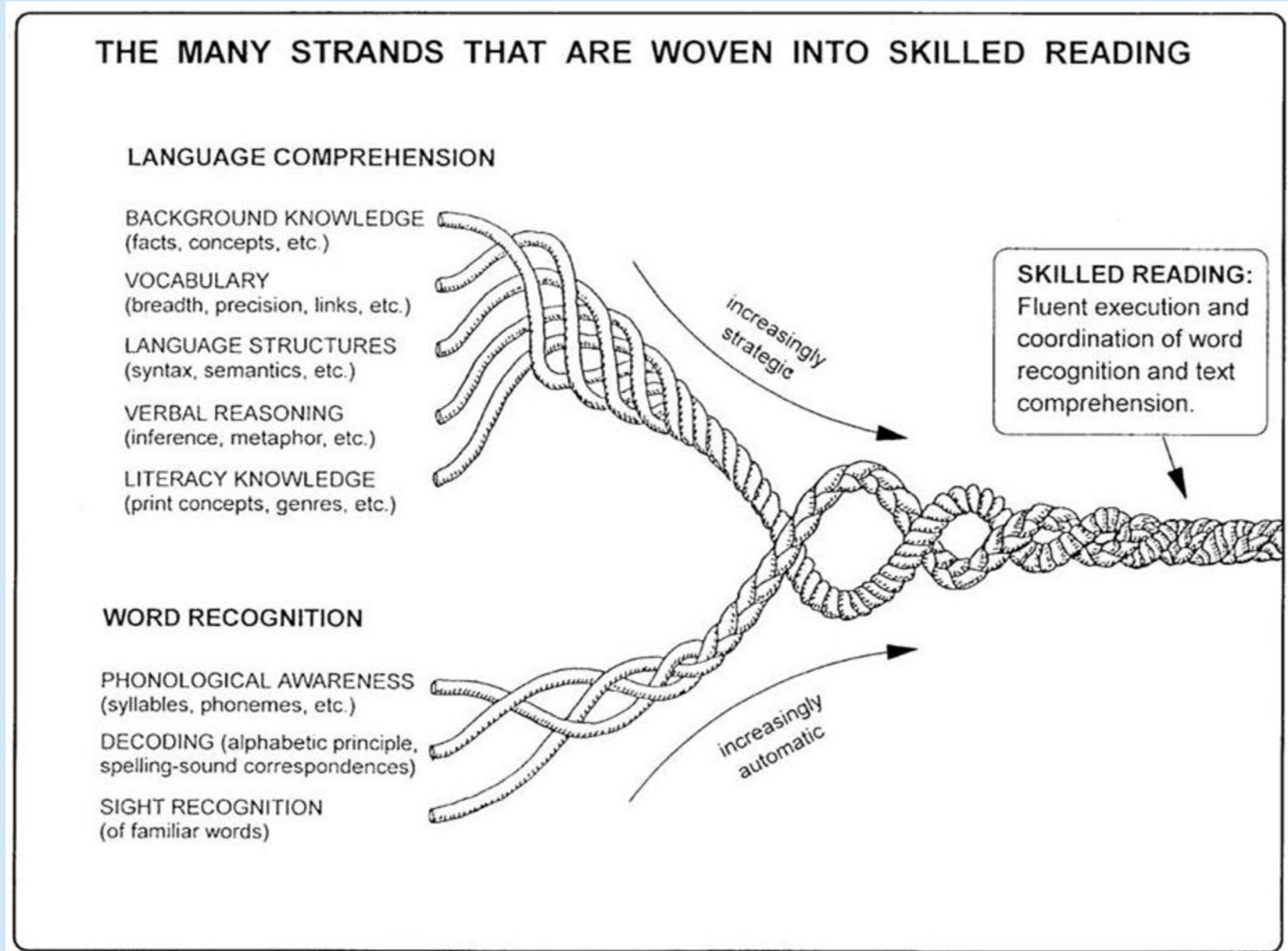
Leaders at St Anne's prioritise reading and have invested in the leadership and resources of this subject. We have designed an exciting, sequential, Reading curriculum that is driven by high quality diverse texts and progressively builds knowledge, understanding and skills. Strong links are made across all curriculum areas to ensure knowledge does not sit in isolation. Meaningful links with other subjects are made to strengthen connections, enable a deeper understanding of vocabulary and allow opportunities for our pupils to transfer knowledge and language across curriculum areas, thus enhancing communication, language and literacy across the curriculum.



Our bespoke Reading curriculum is just as ambitious as the National Curriculum and focuses and consists of the two dimensions outlined within the National Curriculum (word reading and comprehension - both listening and reading) and we have added an additional, Reading for Pleasure.

We know that reading is a multifaceted skill, gradually acquired over years of instruction and practice.

At St Anne's we carefully nurture each aspect of a child's reading journey so that they become skilled readers by the time they leave us and we interweave a range of strategies to do this.



Reading Strategy - Our aim is to ensure that pupils develop a love of reading so that they can read for purpose and for pleasure. We provide children with a range of reading opportunities and strategies in order to do this:

- ✓ High quality, daily phonics lessons for all children until they are fluent decoders
- ✓ Class novel/text: reading out loud to children every day
- ✓ Teacher knowledge of books and promoting a love reading
- ✓ Expert choices of age appropriate books in carefully curated collections
- ✓ Matched decodable books for every child in Reception, Year 1 and Y2 and beyond this if needed
- ✓ Wider curriculum reading sessions and access to high quality texts in all subjects

- ✓ Teaching background knowledge and making learning links
- ✓ Vocabulary instruction incorporated into our reading curriculum and all other curriculum areas
- ✓ A text rich curriculum, including core texts that tempt and well resourced literature spines
- ✓ Focus on fluency with specific teaching of this skill
- ✓ Inviting reading spaces across school: libraries, classrooms, displays
- ✓ Bespoke interventions: we believe every child can succeed at reading

Phonics is the ladder that every reader climbs, only to kick it away once it has been surmounted.

Phonics

Early reading is prioritised in EYFS and KS1. It is underpinned by a coherent and systematic phonics scheme (Read Write Inc) which is taught daily. All teaching staff in EYFS and KS1 have high quality training in teaching phonics and members of staff have the opportunity to share good practice amongst each other to ensure consistency and that the same high standards are met across the key stages. We continue to teach phonics to any pupils who have not become fluent decoders at the end of KS1, believing that all children can learn to decode but some need extra practise to achieve this.



Fidelity to the scheme

The five key principles that underpin the teaching in the **Read Write Inc.(RWI.)** Programme are:

Participation – our teaching strategies ensure that all children participate fully in the whole lesson – there is no chance for children to lose concentration and miss key elements of the teaching

Praise – children work together, as partners, taking turns to teach and praise one another and they are motivated by the focused praise they receive from teachers and teaching assistants

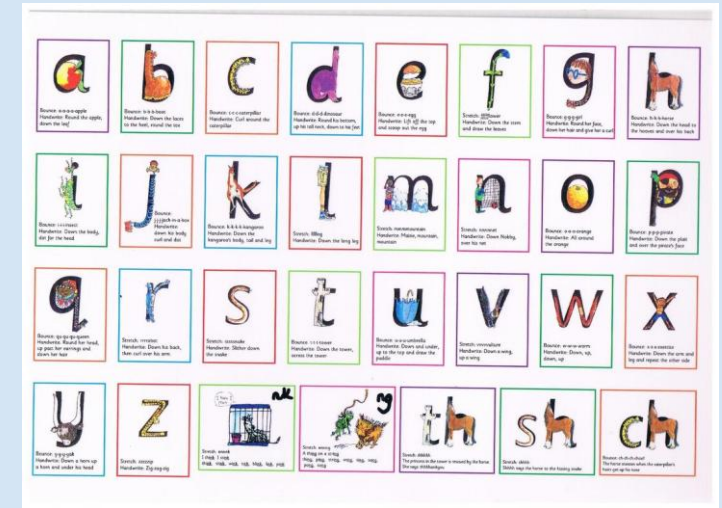
Pace – a lively pace keeps all the children fully engaged

Purpose – teachers know the purpose of every activity and how it leads into the next

Passion – it is easy for teachers to be passionate about their teaching because they see their children make such rapid progress.

Phonics is taught through daily delivery, along with identified individual or small group support, ensuring that each child progresses through the programme and succeeds in learning to read.

We run weekly practise sessions with all staff to ensure fidelity in teaching across all groups.



Becoming a Fluent Reader

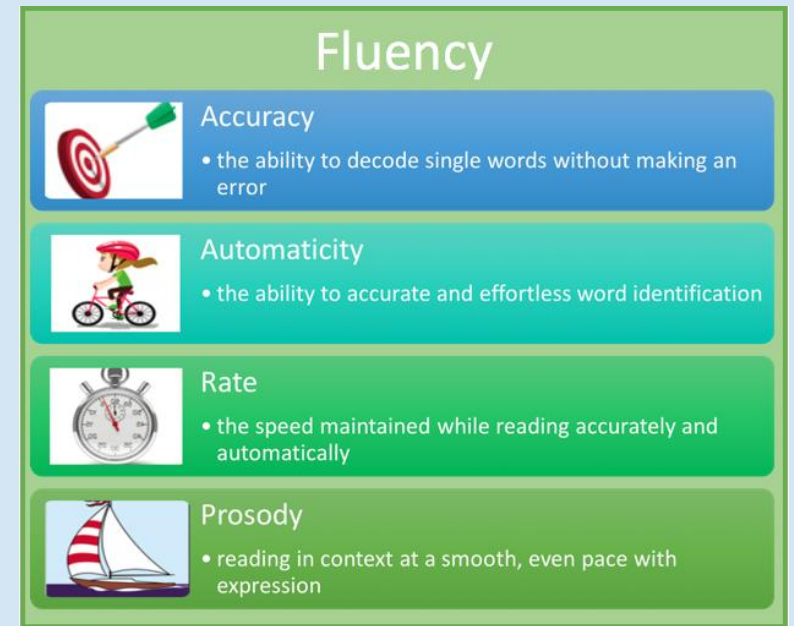
We place a great emphasis on children building their reading fluency so that they are able to access and understand the texts from our challenging literature spine.

The RWI programme is designed to quickly develop fluency in decoding by practising decoding words children will encounter in a text, prior to reading the text. Children then re-read the same text three times to build fluency and comprehension and gives the opportunity for them to use their 'storyteller voice' to read with meaning, intonation and expression.

Specific interventions are in place for children who struggle to gain this fluency with the aim that every child will be a fluent decoder by the end of KS1.

Take-home books at a decodable level, read over a number of days, further support in children developing fluency in reading. Parents further help their children to practice phonics by supporting their children to engage with additional 'virtual classroom' lessons, posted on Seesaw.

Workshops are run for parents to develop their own expertise in supporting their child with phonics and early reading at home.



Whole Class Reading

Whole Class Reading is taught daily as soon as pupils have completed the RWI programme. Two lessons per week focus on a class novel, read aloud daily by the teacher. Sessions prioritise rich discussion, exploration of theme and character and developing personal responses to what has been read.

Two sessions connect to the wider curriculum (RE, science, history, geography, English topics or poetry), enabling background knowledge and vocabulary to be taught outside of the wider curriculum lesson, freeing time for deeper learning and practical application in afternoon lessons.

One session per week is devoted to Reading Plus, to support pupils' silent reading fluency, comprehension and vocabulary.

Reading for Pleasure

Class texts are read aloud daily by the teacher, chosen carefully to reflect high quality and diverse texts.

Phase and class libraries are well-stocked with a wide range of quality texts. All children choose a book at a suitable level to read for pleasure. Comprehension and engagement are monitored by teachers using Accelerated Reader.

Each class from Nursery to Year 6 has a 'Reading Spine' – a collection of stories, authors, rhymes, poems and non-fiction texts they will hear or read and become familiar with. This gives children the opportunity to encounter high-quality texts they might not ordinarily read or those which are beyond their decoding ability. This Reading Spine is used as a Reading Challenge in Year 3 to 6 classes to encourage children to read these texts independently or to share with an adult. All classes have access to high-quality books in class and Phase libraries. Class reads are carefully chosen so that children encounter a range of high-quality, diverse, engaging texts.

As a school, we promote a love of reading through a range of activities. These include; reading buddies, recommendations from adults, book review folders to recommend books to peers, reading groups, author visits, theatre trips, time for independent reading, high quality reading environments and displays, books for lunchtimes, pupil librarians, reading awards, reading ambassadors and celebrating national events such as World Book Day and World Poetry Day.

A wide 'diet' of reading is provided for our children at St. Anne's, including whole class, guided reading, shared reading and individual reading. We consider storytelling and the sharing of stories to be the keystone to develop the enjoyment of reading as well as modelling fluent reading and comprehension skills. We therefore plan in a shared reading experience each day from Nursery right up to Year 6.

When choosing literature to share in the classroom we ensure that we expose children to a range of culturally diverse texts and authors that reflect their cultures and experiences.

In our school, we will strive to give pupils a stimulating environment, where reading materials are presented in an attractive and inviting way. Furthermore, within English lessons we create an environment that stimulates the generation of ideas from texts where all ideas are accepted and valued.

Teachers act as role models in their enthusiasm for both reading and writing by keeping up to date with current children's literature.

National Curriculum Key Stage One – Years 1 and 2

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of highquality books to develop a love of reading and broaden their vocabulary. Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

National Curriculum Lower Key Stage 2- Year 3 and Year 4

By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.

They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary. As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

National Curriculum Upper Key Stage 2- Year 5 and Year 6

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary.

Readers as Writers

Through choosing quality texts, we help children understand that reading allows them to discover new knowledge and fuels their imagination for ideas to use in their own work.

Our long term overview ensures that every child is exposed to good quality literature as they move through school. These books have been chosen as core texts that will inspire and engage our children and help drive our English Curriculum. Although most of these books remain the same from year to year, we take into consideration the children's interests or current affairs and sometimes the main driving text changes as a result.



Reading Across the Curriculum

Our curriculum provides a significant ongoing opportunity for children to engage with a whole range of texts. Wherever possible, the cross curriculum topics work alongside texts to ensure that learning is both full and rich.

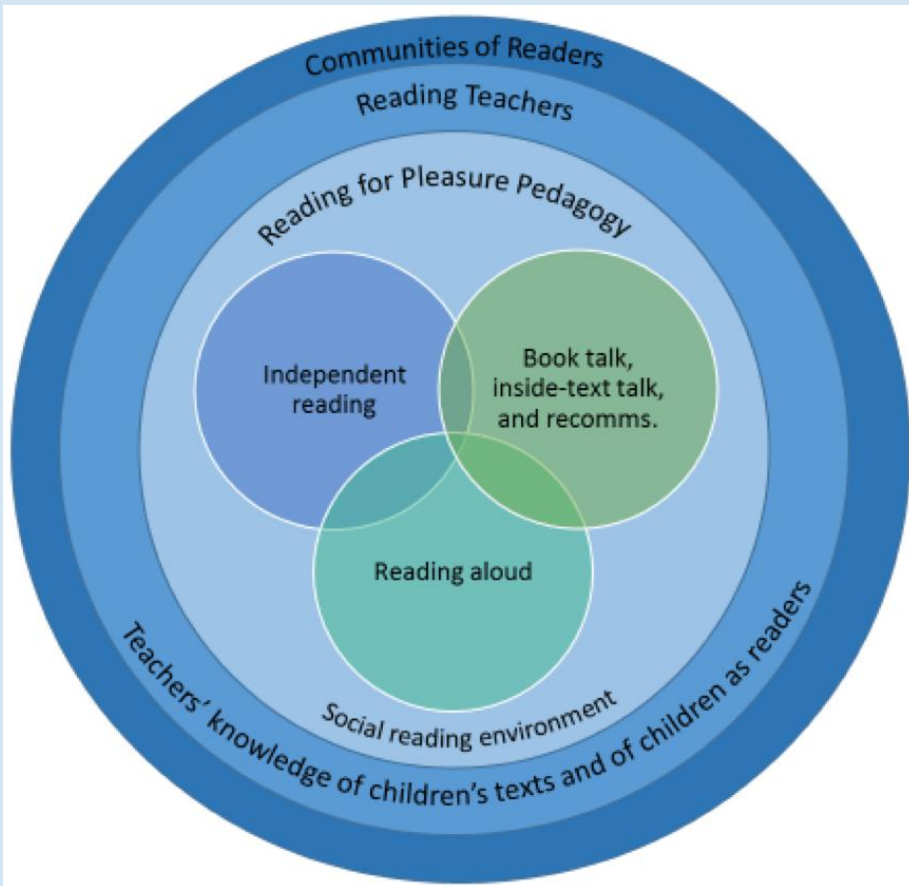






Reading for Choice and Pleasure

We are lucky to have a school environment rich in books to help nurture a love of reading. Our reading spaces across school are well resourced. We have a community of reading teachers: teachers who read and readers who teach. Our Reading for Pleasure policy supports teachers and offers lots of ideas as to how they can create this culture in their classrooms.





We believe in the power of reading aloud. All year groups enjoy a dedicated, daily reading aloud session from a class novel or picture book.

Cultural Capital

During their time at St Anne's, all pupils will access a wide range of significant authors and poets from a range of cultures and time periods.

We invite poets and authors into school each year and ensure that these are culturally diverse, with the aim of broadening and deepening the children's understanding of the world of literature.

The children also access a range of authors and poets over online platforms such as Zoom and take part in online workshops.

All children in KS2 are members of our local library and we plan in regular opportunities to visit.

Enrichment



Assessment

Ongoing formative assessment is used to monitor progress in phonics and reading and lessons and groupings are adapted accordingly.

Half-termly RWI assessments are carried out and groupings are changed according to assessments. However, we do not wait for these assessments in order to adapt groupings and group leaders monitor progress in each session and use formative assessment to move children on as soon as they are ready.

NTS assessments are used termly in Years 3, 4 and 5 as summative assessment and to enable tracking of progress and planning of intervention.

In Years 2 and 6, past SATs papers are used termly as summative assessment, to track progress and plan intervention for any pupil falling behind.



What are our school's key strengths?

Leaders who are passionate about reading and stay up-to-date with latest research in teaching reading successfully.

Leaders who prioritise the teaching of reading and provision of quality resources and training.

A curriculum which includes a wide range of quality texts.

What do we need to get better at?

Ensuring all staff are effectively trained in the teaching of phonics and early reading.

Ensuring formative assessment in phonics and early reading is effective in moving children on quickly.

What do we need to improve?

Improve outcomes in reading to ensure that every child who can is able to read fluently and with comprehension by the end of KS2.

Improve the teaching of phonics and early reading to improve outcomes for all pupils.

Impact

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced.

Through the teaching of systematic phonics and reading enquiry, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum.

As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum.

In addition to this:

- Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records
- The % of pupils working at age related expectations and above age related expectations within each year group will be at least in line with local averages and will match the ambitious targets of individual children
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)