



Reading & Phonics

Reading Vision

At St Paul's, we actively promote a love of reading. Our aims are that all children will: learn to read confidently, fluently and with understanding; can access a variety of texts; become independent, critical life-long readers and learners; and think of reading as a source of pleasure. We want to ensure that when our children encounter new words in a text, they are interested in their meanings and use this to develop their own vocabulary in both spoken and written forms. Reading is at the heart of our curriculum and is promoted throughout all subjects. We encourage children to gain an appreciation of books from a variety of genres. We want children to view reading as both a source of information and pleasure. We believe that becoming a confident and fluent reader is the key to achieving success at school and beyond. We also recognise the vital role that parents can play in helping their child to succeed in reading and as such, we aim to work in partnership with parents to develop positive reading behaviours in our children.

Reading for Pleasure

We take every opportunity to promote reading in our school and it is an integral part of our whole-school curriculum. In addition to this, special events are planned across the year to promote reading for pleasure throughout school. These events include author visits, World Book Day celebrations, local library visits and a Summer Reading Challenge. Each classroom has a special reading area where children have opportunities to read to themselves or share a book with a friend. Children are given opportunities to visit our library to select books and listen to stories. Teachers in our school understand the importance of quality story time across all key stages and ensure that they take opportunities to read aloud to children to help further enhance language development and a real love of stories. Our head teacher frequently uses stories in assemblies to share and promote our school values and ethos.

Reading in Foundation 1

In nursery we focus predominantly on developing the children's pre-reading skills. Children are read to on a daily basis to help promote a love of reading and to aid their vocabulary development. A range of resources including wordless books are used in class to encourage children to become storytellers. This helps to develop children's speech, language and vocabulary, as well as early reading behaviours. Nursery rhymes feature within daily sessions and children have access to books in all areas of the provision.

Reading in Reception and Key Stage 1 *We are currently in the process of reviewing validated SSP programmes. It is our intention that successful transition to one such programme will have taken place by spring/summer 2022.

In Reception and Year 1 the prime focus of teaching reading is teaching children to decode words using a systematic synthetic phonic approach. Once they are able to decode words confidently they can then build on this to read sentences and sections of text with growing fluency. Currently, at St Paul's we teach high quality, daily, discrete phonics sessions following the ***Letters and Sounds programme**. Beginning at phase 1, this programme consists of six incremental phases that enable children to develop fluent word reading skills and have good foundations in spelling. Children are taught daily and are grouped according to their developing phonic ability to allow a precise and targeted approach to teaching. The groups are fluid and children will move between them according to their needs. In Reception and Year 1, the children rapidly learn phonemes

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(sounds) and the letter or groups of letters they need to represent them (graphemes). These are helped to become memorable using simple mnemonics and images. The phoneme grapheme correspondences that children are taught include:

- Single letter sounds
- Diagraphs
- Tri-graphs
- Split-vowel diagraphs

During phonics lessons children will:

- Decode letter-sound correspondences using their phonic knowledge and skills
- Recognise and read common exception words and identify which part of the word is tricky
- Understand what they read
- Read aloud with accuracy, fluency, and expression
- Learn to spell by segmenting the sounds in words
- Work on letter formation to develop their handwriting

Once children are confident with recognising, blending and reading sounds, they will begin to read books that are closely matched to their increasing knowledge of phonics. Reading books are taken home to share with parents/carers, to support them in their reading progress and maintain a love for reading.

We set the children up for success by using small, carefully sequenced teaching steps, lots of explicit modelling and practise. During the sessions, children are taught to: think about what they are reading and check that it makes sense to them; discuss the meanings of new words they encounter and use them in their own spoken and written vocabulary; locate information in the text; make basic inferences based on what they have read; and communicate what they know and understand.

To develop children's self-esteem and love of reading, children take home books each week that are closely matched to their developing phonic knowledge. Children are encouraged to read and reread these books. Children are also able to access books from the library. We believe strongly that children will develop a love of reading through experiencing success when reading at home and having quality story time with a wide range of books.

Once children have completed the phonics programme (phase 5), they are taught reading in small guided reading groups. The focus of this is to further develop their comprehension skills, whilst continuing to work on fluency with more challenging texts. Within these sessions, children are taught to: read aloud with expression and appropriate intonation; articulate their thoughts and ideas; identify and explain the sequence of events in texts; communicate their understanding of key aspects of fiction and non-fiction texts such as characters, events, titles and information; further develop their understanding and use of inference; make predictions on the basis of what's been read so far; and make links within and between texts. All children are encouraged to read daily and they take home a book that is closely matched to their level of accuracy, fluency and comprehension. Parents are encouraged to listen to their child read and support their comprehension of the text by giving them the opportunity to discuss what they have read.

Assessment in EYFS and KS1

Children on the Letters and Sounds programme in Reception, Y1 and Y2 are assessed every half term by their class teacher and are re-grouped according to this outcome. Reading groups are fluid to ensure that all children are appropriately supported and challenged. Teachers continuously assess children using AFL, however, if children are falling behind or are making accelerated progress, they may be moved into a more appropriate group outside of the formative assessment window. Children in Year 2 who have exited the L&S programme should be confident decoders and so their assessments will be focussed on comprehension. In addition to ongoing formative assessment which takes place during each guided reading session and as part of whole class reading sessions, children also undertake a termly summative assessment. Teachers inform

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parents if children are not making the expected progress and likewise parents are encouraged to contact their child's teacher if they have any concerns or questions about their child's reading.

Reading in KS2

Reading is taught for 30 minutes daily to demonstrate reading skills and to elicit responses from children about texts. During these lessons there will always be an element of teacher modelling (reading aloud) as research has shown that this helps children to become fluent readers. Our teachers also model responding to the text and use thinking out loud strategies e.g. 'It says here... and that makes me think that...' Every lesson will have some type of vocabulary focus to ascertain and develop our children's vocabulary. The teacher will move around the room to formatively assess children's fluency when reading. Questioning will focus on developing specific reading skills which are drawn from the National Curriculum and are mapped out progressively across the Key Stage.

Children will record written responses in their shared reading books. Teachers will provide opportunity to share and discuss answers.

We encourage children to read at home daily and share what they have read with parents/carers. This reading is recorded in their yellow reading log and checked weekly by staff. Parents of children who do not read frequently enough at home are reminded of the importance of this at parent teacher meetings. Once the children are confident decoders and fluent readers, the books they take home are not traditionally book-banded but are grouped in terms of length, complexity of the text and age-appropriate subject matter.

Teachers use formative assessment to identify any gaps in the children's knowledge or skills and teach these accordingly. Summative assessments are also used termly. Children at risk of not meeting expectations or who aren't making sufficient progress are given additional teaching of reading either on a 1:1 basis or in a small adult led session. Parents will be informed if their children are not making the expected progress in reading so we can work together to help them. Children in Key Stage 2 that still require phonics teaching, continue with targeted teaching to meet their individual needs. Interventions are put into place on the basis of individual need.

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