



Reading Curriculum Implementation at St John's Catholic Primary School, Trowbridge.

Learn to read: read to learn

Our school environment and class reading spaces evoke an atmosphere where reading for pleasure is valued and purposeful.

Phonics:

Sounds-Write is our school's SSP.

Daily SSP lessons take place in Foundation and KS1. Sounds – Write is a Mastery Whole Class phonics programme. It provides a robust, cumulative approach to learning the phonics code. Daily formative assessment carefully tracks children's progress; this informs future planning and identification of those children who may need additional support.

Decodable reading books accurately match the SSP and children are encouraged to re-read books to develop fluency.

In addition to daily phonics lessons, reading skills are explicitly taught through small group guided reading sessions.

KS1 and KS2:

Focused reading lessons teach:

- **Knowledge of the World:** This supports the skill of inference. Teachers carefully select texts and linked texts to plan meaningful, purposeful sequences of lessons. Different text types are used to support the acquisition of knowledge required to gain a deeper understanding of the class novel.
- **Word knowledge:** Pre-reading supports the knowledge and understanding of key vocabulary that the child will meet whilst reading the novel. Teachers use the Word Aware STAR approach to teaching key vocabulary.
- **Text structure:** Understanding of the conventions of language, stories and text structures.

Here are some of the effective reading strategies used in class:

- **Repeated reading** – provides a role model to follow and develops fluency.
- **Segmenting sentences** – to model phrasing and sentence structure.
- **Echo reading/Choral reading** – teaching staff model and child/group/class echoes by reading the same passage.
- **Teacher led whole class reading** – the teacher models fluent, confident reading.

- **Paired reading/peer reading** - this may happen in class or across different year groups.
- **Guided Workshops** – collaborative reading in a study group with teaching staff.
- **Vocabulary bookmarks or reading journals** – children may record key vocabulary.
- **Word Aware STAR approach**– teaching approach used across the school (in all curriculum areas) to rigorously teach and review new, key vocabulary.

Reading in Key Stage 1:

In Year 1 and 2, children build on the skills and love of language taught in Early Years. The children take part in class and guided group reading lessons, where the children are exposed to a range of language rich texts and can develop their knowledge, understanding and thinking through discussion and thoughtful teacher questioning. Each child is heard to read weekly by their teacher and/or teaching assistant.

Reading in Key Stage 2:

In Key Stage 2, we continue to build on the children's vocabulary and early reading success through whole class reading lessons. We select challenging, overtly difficult reading texts to push the boundaries of their knowledge. Teachers work with children to develop their decoding, retrieval, inference and deduction skills to help them understand what they are reading at a deeper level.

Reading for Pleasure:

Quality texts are carefully selected from our Reading Spine, so the children will come to know and love a wide repertoire of stories, poetry and information books as they progress through the school. Each classroom has a reading area with books suitable for their reading age.

We promote reading for pleasure through:

- Prioritising quality-reading time for teachers to read to children daily.
- Regularly celebrating reading progress.
- Planning annual author visits, local library visits and events, theatre visits and workshops to inspire the children.
- Celebrating reading and World Book events such as: BBC Radio 2's 500 words, National Story telling week, World Shakespeare Week, World Book Day, Bath Literary Festival
- Promoting books through displays
- Providing an inspirational, up to date library
- Weekly book clubs in school
- Involving children in the selection of new books purchased

Taking books home:

All children across the school are supported in accessing appropriate texts that are well matched to their individual reading ability. Our early readers in Reception and Year 1, take home 'fully decodable' books to practise the sounds and 'tricky' words

they have been taught in their phonics lessons. We have a range of fully decodable books that accurately match our SSP.

Children in KS1 and LKS2 have a home-reading record, which they are encouraged to take home daily. Parents and carers are invited to add comments to the home-reading records to indicate how much pupils have read. Reading that takes place at home is carefully monitored by staff.

Monitoring progress in reading:

Daily, formative assessment forms the basis of future planning.

Diagnostic assessment using our Sounds Write SSP assessments are used to inform progress.

Summative assessments are entered onto our internal tracker in terms 1, 3 and 6. Teachers use their professional judgement to determine whether a child is working within age-related expectations, above or below.

We love our school Library:

We are extremely lucky to have a Parent/ Teacher Fundraising Association group that is passionate about reading and they continue to fully support our school library.

Children across the school have access to our school library. Children in Foundation regularly take books home from the library to share with their family. All children are able to borrow up to three books to take home. Parent volunteers and our Reading Champions support the opening of the library during lunch times.

We also love our local library, which is only a short walk away! Teachers arrange visits with their classes. The library often offers free author and reading events and fully promotes their 'Summer Reading Challenge'. Many children from our school complete the summer reading challenge.

Book Club

Volunteers run a weekly book club. Children are able to purchase books at a subsidised cost, whilst earning money for the school. This is 'ploughed back' into the school library, class reading areas and books to support the curriculum. Children are able to save money weekly to enable them to afford a variety of exciting books. Books for sale include both fiction, non-fiction and poetry. Teachers regularly suggest new titles.

Reading Champions

Some of our Year 6 children are Reading Champions. They support the headteacher in promoting the love of reading throughout the school. In addition, they monitor the reading corners, library and book club, ensuring that reading materials are appealing, appropriate and reflect the school community.