United Schools Federation (USF)
St. Mary's CofE Primary School

Reading at St Mary's CofE Primary School
Intent, Implementation and Impact

Intent:

Reading lies at the heart of the curriculum at St Mary's Primary School. We believe that reading is key for academic success and are dedicated to enabling our pupils to become lifelong readers. We promote reading for pleasure as part of our reading curriculum and give all children the opportunity to develop their love of reading, encouraging pupils to read widely across both fiction and non-fiction genres. Reading is a key priority in school, linking to the School Improvement Plan, to enable children to access the full curriculum and ensure that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in all subjects.

Implementation:

Phonics:

At St. Mary's CofE Primary School, Read Write Inc. (RWI) is used to teach synthetic phonics. A graduated approach is used and children begin phonics as soon as they enter Reception. Phonics is taught daily through a systematic approach. Children are taught in small groups based on the progress they have made in the scheme. In Reception, children begin by developing an awareness of sounds through stories, rhymes and games. They quickly move on to learn the links between individual letters and their sounds. There are 44 different sounds to be learnt and again these are taught in a systematic way throughout Early Years and Key Stage 1 using the RWI scheme. In some cases, where children in Key Stage Two still require early reading skills as part of the RWI scheme, they may join these groups.

Reading:

We adopt a graduated approach to the teaching of reading, using the following steps:

- Phonics based approach : A phonics-based approach is used in Reception and Key Stage One, to introduce children to reading. Children learn to decode books that are closely matched to the letters and sounds they are currently learning. Children are encouraged to read at home on a daily basis. Children keep the same book to allow them to apply their skills to decode the text. They then keep the same book to allow them the opportunity to practise reading for fluency. A reading record book is used as a communication tool between parents and teachers and allows regular updates on reading progress. Children are also provided with log in details for My-On online reading resource which allows them to access a range of books both fiction and non-fiction, linked to their reading level.
- Book bands: When children are ready, they are then taught a broader range of reading skills to develop their understanding of the texts they read. Daily guided reading sessions (whole class reading) in class help them to develop the key skills for reading including key comprehensions skills. Books are grouped by the coloured book band system and pupils are directed towards the appropriate band for their reading level. When they are confident within a level, the children are assessed using a particular title from the colour band they are reading before moving on to the next colour level. Children continue to log their home and school reading in their Reading Record book. Daily reading continues to be encouraged. Online resources add to the wide range of reading material available to the children at home as well as in school.
- Bridging Band: By the time that the children are able to read books in the higher colour book band levels, they will soon be ready to move into the next phase of reading. These higher colour

bands act as bridging bands to develop the children's independent reading skills, confidence and fluency. When children are able to read fluently and independently they are assessed using the Star Reading system for Accelerated Reader. The assessment provides a standardised score and a reading age for the child. If they achieve the required standard then they are eligible to begin using Accelerated Reader. Teachers monitor children's reading scores to ensure the system is right for them.

- Accelerated Reader : The Accelerated Reader (AR) approach moves away from the traditional reading scheme to include books by a range of popular, modern and classic authors and poets. There are also non-fiction texts, graphic novels and play scripts to name a few additional text types. The system determines the level of readability for this vast range of texts. After assessment, children are allocated a numerical range from which they can choose books. This is closely monitored by teachers. Independent reading and level of understanding is confirmed through an online retrieval quiz taken on the completion of a book. Children are expected to achieve a minimum of 85% success rate over the term. We try to provide books that broaden horizons and help learners connect with the world around them with a focus on positive moral values, developing empathy and showing diversity. Linked to Accelerated Reader is the MyON online library which has over 5000 books for children to access at all levels. Children can access MyON at school and at home through an individual login which allows them to track their own progress, find a range of books that they are interested in, interact with teacher led reading tasks linked to their topics, and take AR tests to track their reading progress.
- We also provide frequent reader interventions for children identified as not reading regularly at home, to ensure that they have opportunities to read aloud to an adult.
- Children take part in daily whole class reading lessons, where they are exposed to a range of different texts and can demonstrate their understanding and thinking behind these.
- We have a well-resourced and appealing school library and children use the library regularly to select books to read at home.
- Children are read to daily by their class teacher. This includes a selection of texts (including non-fiction and fiction) linked to LCC units, English writing units or class novels and stories. Teachers monitor the range of book genres being used across the year to ensure that children are exposed to a wide variety of texts and genres.

Impact :

Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year One. However, we passionately believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. Teachers use daily AFL to ensure that children are making good progress in reading and phonics and any children who are not achieving are identified early and interventions are put in place immediately.

By the time children leave St Mary's, we aim for them to be competent readers who can recommend books to their peers, have a thirst for reading a range of genres, and can participate in reflective reading discussions. The children will have learnt to read books to enhance their knowledge and understanding of all subjects in the curriculum and they will leave St. Mary's being lifelong readers.