

## Reading at St Mary's



### Vision for Reading

We believe being a reading centric school supports social justice, opens contexts beyond children's own experience and enables access to the wider curriculum. We understand the critical importance of fostering a love of reading, supported by encouraging and positive staff who help our children build their resilience and focus.



### Our Reading Curriculum – Key Messages

- Phonics is essential (and is the root of all reading/spelling)
- Fluency requires explicit practice through repeated oral reading
- 'Reading mileage' is needed to develop fluency via orthographic mapping
- Children learn to comprehend as texts progress through rich questioning and discussion
- Class reads of carefully chosen books develop language comprehension and knowledge of the world
- Independent reading is a high priority
- Rigorous assessment (of phonics, fluency and comprehension) and related intervention allow support where required



### **Vocabulary**

We have a vocabulary rich approach woven throughout our curriculum. Early readers are given opportunities to engage with and extend their known vocabulary through teacher 'read aloud' sessions and class library books. Alongside the wider curriculum, this exposes children to the rich language used by high quality authors. As children become age-appropriately fluent, they encounter an ever-expanding range of vocabulary during text studies, read alouds, library books and throughout the wider curriculum.



### **Read aloud**

Hearing a high-quality book read aloud is the right of every child in our school. By reading aloud, our children hear the enthusiasm and prosody of an experienced reader, their teacher. They are awakened to a vast array of vocabulary, characters, contexts and plots beyond their own reading. We highly encourage our parents to continue reading aloud to their children whatever their age. To facilitate this, we have class libraries across school for every class and a suggested high-quality books on our website for each age range.



### **Breadth of Contexts**

In order to support social justice as well as help children develop a love of reading, we have carefully selected a range of contexts that children will encounter throughout our reading curriculum, whether that be through read alouds or text studies. We believe that by broadening the contexts that our children are exposed to, they will develop aspirations beyond their immediate setting as well as aid them in inferring.



During early reading, children are assessed within the Read Write Inc framework. As they transition to building their fluency, our bespoke running records are used to guide teachers on who may need additional support at achieving or maintaining age-appropriate fluency. From Year 2 to Year 6 we use standardised reading tests. Alongside daily formative assessment, these enable teachers to pinpoint comprehension needs.

## **Early Reading (Reception and Year 1)**



### **Our Goal**

We teach and learn using a systematic, synthetic phonics approach (Read Write Inc). Our goal is for all children to be reading fluently at an age-appropriate level by the end of Year 2. Many children will achieve this earlier, where their breadth of content is widened. Groups are fluidly set so that teaching is closely matched with children's phonetic knowledge. This is informed through constant formative assessment alongside half-termly summative assessments.

### **Keep Up**

Through assessment, staff identify and support children who are at risk of gaps in learning emerging through quality first teaching and, where appropriate, 1:1 sessions.

### **Catch Up**

Children who are struggling in lower achieving sets are given ongoing 1:1 sessions, matched precisely to their phonetic knowledge.

### **Fluency**

Once children's phonetic knowledge begins to be mastered, they transition to focusing on enhancing their fluency. This enables them to access, achieve and enjoy the text study approach throughout Key Stage 2

## **Phonics – Read.Write.Inc**

At St Mary's, we teach phonics using the Read.Write.Inc phonics programme. Read. Write. Inc. is a rigorous, research-informed approach to phonics that gives children the best chance of learning the essential knowledge and skills that form the foundation of reading. Read. Write.Inc is carefully sequenced, ensuring that children are clearly taught all of the most important aspects of the code required for fluent reading. Where required, systematic interventions based on the Read.Write.Inc approach are used to ensure that all children have the best chance of success in learning to read.

Phonically controlled books (sometimes called decodables) that are precisely matched to the Read.Write.Inc phonics programme are employed throughout Reception and Year 1 as part of children's daily reading diet. Children take home phonically controlled books each week to practise their decoding alongside a book of their choice from the reading corner of their classroom to be shared with their parents/carers.

## **How Read.Write.Inc Works**

### ***Reading***

The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts – see below
- learn to read words using Fred talk and sound blending
- read from a range of storybooks and non-fiction books matched to their phonic knowledge
- work well with partners
- develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions

### ***Writing***

The children:

- learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases
- learn to write words by using Fred Talk
- learn to build sentences by practising sentences out loud before they write

### ***Talking***

The children

- They work in pairs so that they:
- answer every question
- practise every activity with their partner
- take turns in talking and reading to each other
- develop ambitious vocabulary

## Five key principles underpin the teaching in all *Read Write Inc.* sessions:

**Purpose** – know the purpose of every activity and share it with the children, so they know the one thing they should be thinking about

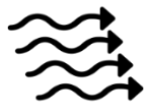
**Participation** – ensure every child participates throughout the lesson. Partnership work is fundamental to learning

**Praise** – ensure children are praised for effort and learning, not ability

**Pace** – teach at an effective pace and devote every moment to teaching and learning

**Passion** – be passionate about teaching so children can be engaged emotionally.

## Whole Class Reading (Year 2 – Year 6)



### Reading Fluency

At St Mary's we have a bespoke reading curriculum that focuses on building on Read.Write.Inc as an Early Reader, transitioning into Text Study as a whole class. To do this, we focus primarily on Reading Fluency. This is a carefully structured session based on the following principles:

- Short extract read aloud to children by teacher
- Children read the same extract aloud to a partner, switch roles and then repeat 3-4 times
- Repeat
- Text chosen so that oral reading is a challenge even after modelling
- 'Performance' of text for accountability
- Brief introduction to vocabulary at start
- Questions and discussion at end to establish meaning



### **Text Study**

The Key Stage 2 National Curriculum for Reading is addressed primarily through a text study approach. This consists of sessions dedicated to reading and comprehending specifically chosen texts. This fosters a deeper love of reading and is typified by class discussion, debate and modelling of unfamiliar vocabulary. For the small number of children who do not reach our early reading goal or begin falling behind reading age-appropriate texts fluently, regular class-based fluency intervention occurs.

If you wish to learn more about the Read.Write.Inc and Whole Class Reading approach to phonics and reading, and the best way to support your child at the start of their reading journey, we are always happy to discuss this.