



St Mary's
Catholic Primary School and Nursery

READING SUBJECT STATEMENT

CURRICULUM AIMS

At St Mary's we shape our curriculum so that all pupils are provided with high quality teaching and learning, with Jesus Christ at the centre of all we do. We aim to teach pupils how to grow into positive, responsible citizens, who can work and co-operate with others while developing the knowledge and skills to achieve their true potential.

"The Christian life is a call to a deeper communion with God and with one another, and this finds particular expression in our schools, which are rightly recognised as being families themselves, where no one is a stranger and where everyone, whatever his or her background or academic ability, is welcomed, treasured, supported and helped to become the person whom God calls them to be."

Bishop Malcolm MacMahon.

We aim to provide a Catholic Christian education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life;

To provide a friendly, nurturing environment in which the dignity of each person as a child of God is recognised and developed; and to promote the full potential of each child through a curriculum which develops spiritual, academic, creative, social and emotional growth;

To provide a curriculum which is enriching and challenging, where pupils experience the opportunity to learn in a wide range of contexts.

INTENT



At St Mary's we believe that English skills are vital to the education of pupils so they are prepared for their future life.

Our aim is for every child to become a fluent reader. We want children to become fluent readers in order for them to reach age related expectations or make accelerated progress from their starting point. As well as this we want children to develop a love for reading and read for pleasure on a regular basis.



Our curriculum is designed around the needs of the pupils in our school and there are a variety of approaches to enable the pupils to make good progress.

The aims of teaching reading in our school are to develop pupils who:

- show high levels of achievement and exhibit very positive attitudes towards reading;
- rapidly acquire a secure knowledge of letters and sounds and make sustained progress in learning to read fluently;
- read easily and fluently with good understanding across both fiction and non-fiction;
- acquire a wider vocabulary;
- participate in the teaching of phonics knowledge, skills and understanding in a systematic and enjoyable way;
- develop their reading in all subjects to support their acquisition of knowledge;
- develop a love of reading;
- read for pleasure both at home and school on a regular basis;
- through their reading develop culturally, emotionally, intellectually, socially and spiritually;
- develop good comprehension drawing from their linguistic knowledge.



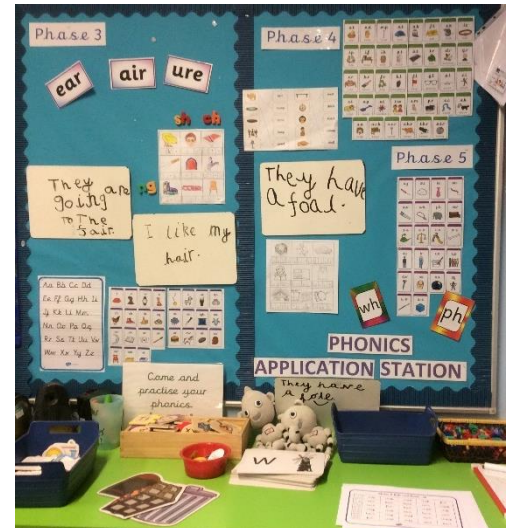
IMPLEMENTATION

St Mary's follows the 'Letters and Sounds' programme for teaching phonics. Phonics is taught in discrete daily lessons and is continually reinforced in English and Guided reading sessions. Phonics activities are practical, engaging and varied to ensure all learners are engaged and making progress



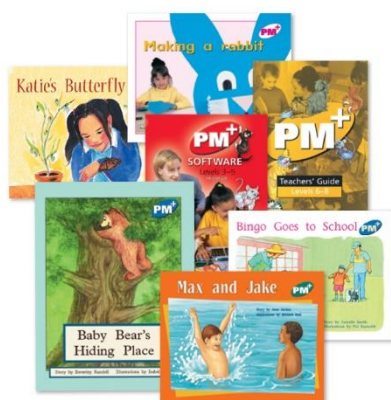
All children have a baseline assessment in phonics and are then grouped accordingly. Children move to different classrooms and learning areas for phonics and all staff including TA's are responsible for a group.

Children's progress is continually reviewed to allow for movement between ability groups, and children move phonics group when it is felt necessary to meet their needs. Children are formally assessed at the end of each term.



When children first become readers they have access to our colour book banded system which starts with pink books right the way through to white books. This is regularly assessed using benchmarking. Once children have completed white books they become a free reader and can access a range of longer and more challenging texts.

The EYFS uses 'Jelly and Bean' reading books which are closely matched to the children's phonic ability. These texts begin with single words then move on to captions and, finally, full sentences.



In Key Stage 1 the children are taught using PM reading books and other quality literature of banded levels. These texts continue to closely match the children's phonic level with the addition of more high frequency and common exception words.

Guided Reading takes place regularly. In the EYFS and KS1 children read to a teacher individually or in pairs at least once per week until they reach a level where they can access

a group read. At this point their word reading skills are well developed and they begin to be taught in guided groups with an increased focus on comprehension and inference skills.

In Key Stage 2 reading takes place in different forms. It may take place as Guided Reading sessions on specific texts pitched to meet the needs of the children or it may take the form of structured whole class shared reading sessions based around a class text. At St. Mary's we also value Shared Reading, using high quality texts at whole class level.

Activities will be differentiated to meet the needs of the class, but everyone will have the opportunity to take part in shared reading of a quality text.

**Eg War Horse
studied in Year 5**



In addition to Quality First Teaching, both individual and small group interventions take place when necessary.

Reading Spines

Each year group throughout the school has a set of Pie Corbett's book spine texts. Time is set aside throughout the week for teachers to share both these books and other quality texts with the children.



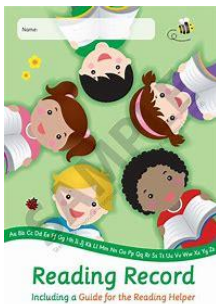
INCLUSION

All children receive Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. In addition, our school offers a vibrant, demanding and varied curriculum, providing all our pupils with a range of opportunities in

order for them to reach their full potential, enjoy and achieve regardless of their starting points.

IMPACT

Reading in our school is progressive and planned to meet the needs of all children. Assessments are carried out regularly to ensure children are accessing books of the right level and are being challenged in their reading. At the same time, we provide books to ensure that children read for pleasure and learn to love reading. Children can choose from a wide range of books which they are able to take home to share with family. Parents are encouraged to



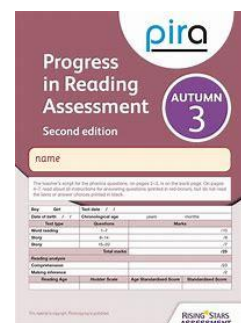
read with their child at least 3 times per week. This is monitored through reading diaries and children are rewarded with Dojos.



Reading drop- in sessions have been held across the school. These sessions have demonstrated to parents a range of strategies they can use when reading with their child and have been an opportunity for any questions to be answered.

If children are keeping up with the curriculum, they are deemed to be making expected or more than expected progress. In addition, we measure the impact of our curriculum through the following methods:

- Phonics assessment;
- Phonics screening results;
- Book band colour – assessed using Benchmarking;
- Reading ages
- Summative assessments each term; PIRA
- End of Key stage SATs results.



The national Phonics screening check is performed in June of Year 1.

The children who do not meet the required standard for the check in year 1 enter again in year 2 after additional support.

As children enter KS2, provision is made for those children still requiring phonics.

The implementation of systematic, structured daily phonics alongside the increased confidence and training of staff delivering phonics has had a huge impact on our phonics screening results. Our success rate in 2019 was 86%.

CPD: Professional development for staff is always ongoing through staff meetings or Team meetings delivered by members of the English Team or Senior Leadership Team. Outside agencies are also used and brought into school for Reading training.

All staff are regularly updated with any changes and good practice is shared for continued improvement.

