



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:

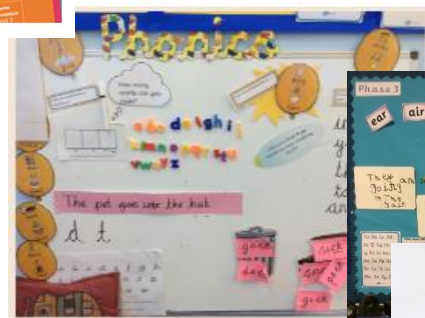
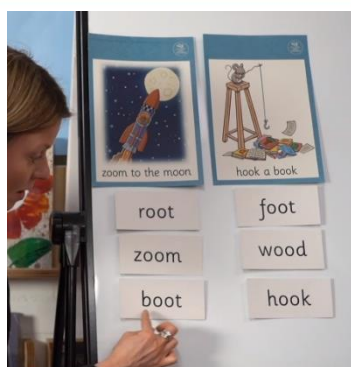
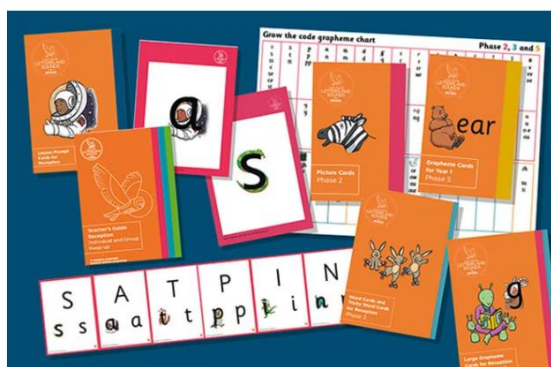
- show high levels of achievement and exhibit very positive attitudes towards reading;
- rapidly acquire a secure knowledge of letters and sounds and make sustained progress in learning to read fluently;
- read easily and fluently with good understanding across both fiction and non-fiction;
- acquire a wider vocabulary;
- develop reading skills across cross curricular subjects;
- 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 'Little Wandle Letters and Sounds Revised' programme for teaching phonics and early reading. Phonics is taught in discrete daily lessons and is continually reinforced in English and Guided reading sessions. Phonics activities are focused, engaging and consistent to ensure all learners are participating and making progress.

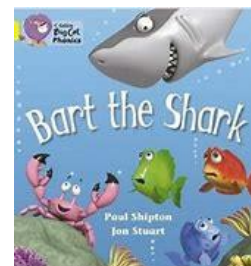
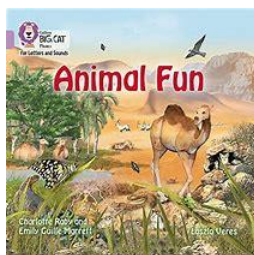




All children have a baseline assessment in phonics and are then taught in whole class groups. Children's progress is continually reviewed and daily 'keep up' sessions take place to promptly address any gaps in learning. Children are formally assessed at the end of each half term.

When children first become readers they have access to fully decodable books which are carefully matched to their phonics level. Once children have completed the phonics programme and are able to read fluently they become a free reader and can access a range of longer and more challenging texts.

The Early Years Foundation Stage use Collins Big Cat reading books which are perfectly matched to the children's phonic ability. These texts include only previously taught letter sounds and a small number of appropriate exception words.



In Key Stage 1 the children continue to be taught using Collins Big Cat phonically decodable texts; moving on to PM reading books and other quality literature of banded levels when appropriate. 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 in small groups three times per week. Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text practice sessions



Some structured whole class reading sessions also take place.

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 reading sessions based around a class text. 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.

**E.g. War Horse  
studied in Year 5**

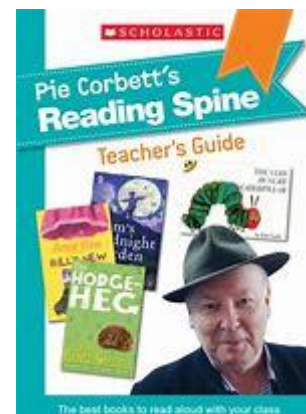


In addition to Quality First Teaching, both individual and small group interventions take place when necessary. I

It may also be necessary for some children to continue or start their Phonics journey whilst in Key Stage 2. We organise groups of children according to their ability so that they can learn the phonics necessary for reading. They will also take part in small reading sessions using the phonics decodable books.

### **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. Families are also given access to an e-library where they can access the phonic decodable books. Parents are encouraged to read with their child at least 3 times per week. This is monitored through the use of Reading diaries.



Reading and phonics 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. The school website also has links to resources and guidance for parents.

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 completed 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 above National where we achieved 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, such as Jonathan Riley for Reading training. All staff are regularly updated with any changes. All staff completed phonics and early reading training provided by Little Wandle Letters and Sounds Revised in September 2021.

