



St Paul's Catholic Primary School

'Do Everything with love.'

Reading Statement

INTENT

At St Paul's Catholic Primary School, we believe that high-quality reading lessons inspire children to want to discover more about the world. Our intention is to provide a well-rounded knowledge and understanding of different authors and genres, whilst improving our children's cultural capital. We aim for our reading curriculum to be ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs, the knowledge and skills needed to read fluently and often. Reading is evident in all lessons at St Paul's and texts are suitably matched to our learners' abilities or they have been specifically chosen to ignite a love of reading. We aim to lessen or even eliminate the impact of early life disadvantage on our pupils.

Through teaching reading as a discrete subject and promoting cross-curricular links with other subjects, children will have opportunities to understand their own reading preferences, understand their own reading strengths, understand strategies to support their reading development further and understand how fiction and non-fiction books alike can link to other texts themselves and the wider world. Children will be provided with daily opportunities to support their reading development and will be taught to understand the purpose of different skills employed by competent readers.

At St Paul's Catholic Primary School we have developed our reading curriculum with the intent that our children will:

- Be given opportunities to develop their own reading skills and understand which strategies they can independently access to further develop their comprehension.
- Develop the ability to think critically about texts and author's intents, whilst being provided with the language structures to effectively communicate their ideas.
- Support and challenge their own views and those of their peers by using a range of textual information as supporting evidence
- Discover links and connections to their own lives, other texts and the wider world, which will enable them to have a deeper and more meaningful understanding of literature and non-fiction texts.

IMPLEMENTATION

Our teachers have a passion for reading and they enthuse our pupils to have a love for reading. Reading is prioritised to allow pupils to access the full curriculum offer.

- Teachers have good knowledge of early reading skills and they use this to develop reading fluency and comprehension. Leaders provide effective support, through regular coaching. Teachers who teach pupils within the lowest 20% are given further training to strengthen their ability to teach those pupils needing to make accelerated progress.
- Our teachers check learners' understanding systematically, identifying misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, this include adapting texts in other subject areas to meet the needs of their pupils.
- Teachers and leaders use assessment regularly to check understanding and to inform teaching. This ensures pupils are reading the suitably matched text and work through early reading skills at their own rate of progress.

We make it our mission to make sure every child in our school becomes a fluent reader!

- Our classroom environments and library motivate children to read for pleasure. Children can independently access a range of high quality texts.
- Our library leader and librarians encourage children to read widely and offer a variety of books to be borrowed.
- A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. Using Read Write Inc, our reading materials are closely matched to learners' phonics knowledge.
- Reading is continued during remote education and is well planned to support the wider implementation of the school's curriculum.

Our reading team will monitor, evaluate and review the implementation of the subject throughout the school. This will provide opportunities for sharing good practice as well as forming the basis for further improvement.

Reading at EY and KS1 will follow the *Read, Write Inc* programme and consist of daily 45-minute lessons. *Read Write Inc.* teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step. In key stage one they also have daily story time sessions and staff listen to individual readers, including daily reading for our disadvantaged pupils and those with special education needs. Children are assessed half-termly and grouped according to their phonics abilities. Children are tracked rigorously and these groupings are fluid, allowing for pupils to move in and out of groups as they progress. Phonics and reading support is continued into KS2 until children can read confidently and fluently.

Reading at KS2 will take the following *Destination Reader* structure:

- A daily 45 minute lesson.
- Two days of the week, focus will be upon the core text, which is linked throughout the curriculum and will enable the children to have a rich cross-curricular experience.
- Two days of the week, children will read at their instructional, benchmarked level, ensuring children are provided with the opportunity to make reading progress.
- One day each week, children will learn how to engage with a text to prepare them for assessment of reading in a written fashion.

Pupils that fall into our lowest 20% are tracked through half termly assessments and interventions are planned to ensure pupils make accelerated progress. Reading interventions at St Paul's include 1:1 tutoring and both comprehension and inference interventions.

All year groups will have visits to both the school library, local library and visiting authors will enhance the learning experience.

Pupils are encouraged to read widely and often at home and children are rewarded for their home reading through prizes and weekly video announcements. These are displayed in classrooms to motivate all learners to continue their reading outside of reading lessons. Children are sent home books that match their phonetic decoding ability and additional books are sent to read for pleasure.

IMPACT

Our pupils learn to read widely and often, with fluency and comprehension. They love reading and because they develop confident skills in reading, they use this knowledge to access the whole curriculum and, as a result, achieve well. This is then reflected in our end of key stage result.

Children will become increasingly independent in their reading and will be able to make informed decisions about which reading skills they recognise to be more challenging. They will also have a further understanding of a variety of authors and genres. Our children will develop skills to be able to answer questions as they are presented in test scenarios, understanding which reading skills are required to help them find the information in a timely and accurate manner. Visits and other events will be used, where possible, to further enhance the learning experience. Children's progress in reading will be regularly celebrated throughout the year.