

## INTENT

### Rationale:

At St Catherine's we believe that all pupils can achieve in Reading, both for pleasure and in their comprehension and understanding. We do not put ceilings on what pupils can achieve and we do not hold pre-conceptions about any pupils' ability to make progress.

We believe through reading, pupils will have a chance to develop culturally, emotionally, intellectually, socially and spiritually. We feel that reading enable pupils both to acquire knowledge and to build on what they already know.

### Ambition:

Our intent is to:

- Ensure pupils read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary and understanding of the conventions of reading
- Appreciate our rich and varied literary heritage

### Concepts:

The working out of the pronunciation of unfamiliar words (decoding) and the speedy recognition of familiar printed words. The understanding that the letters on the page represent the sounds in spoken words. This begins with phonics teaching in early years. The process of recap, revisit and recall is embedded into the reading comprehension lessons, to ensure long-term retention of skills and information to aid pupils in later life and empower them for life beyond St Catherine's.

## IMPLEMENTATION

### Subject Leadership / Subject Knowledge:

- All teachers given support to deliver phonics lessons in early years and key stage 1 following the RWI programme.
- Phonics delivery is monitored and assessed regularly by senior leadership team, ensuring a consistent approach and identifying any gaps through pupil progress meetings termly.
- CPD sessions conducted to give teachers the continuity and progression of skills across Key stages and phases.
- Inset training given to equip teachers with necessary skills to model, scaffold and question pupils to achieve a deeper level of

understanding and vocabulary.

### Equitable delivery:

#### Word Reading (Phonics)

- Daily phonics lessons in EYFS for 15-20 minutes each day (Pre-school progression over an academic year)
- Nursery focus on phase 1, 2 (developing early phonological awareness)
- Reception focus on set 1 & 2 sounds and developing segmenting/blending skills
- Year 1 focus on set 2 & 3 sounds (most pupils will graduate from the RWI phonic programme by the end of Year 1)
- Year 2 start RWI spelling programme
- Year 2 intervention to catch up on children who failed their phonics screening test or are new to school/ country

#### Word Reading in Reception/ KSI:

- Colour coded band books to read at home, evidenced in home reading records, replaced regularly in addition to RWI book bag books which link to the RWI book they are reading in their sessions
- Regular 1:1 reading with pupils during RWI sessions and Whole Class Guided Reading
- Phonics lessons delivered daily
- Assessment of sounds and word reading every 6 weeks
- Assessment of word reading and fluency recorded regularly, focusing on the key areas of N.C (Year 1) Common Exception Word assessments termly

#### Whole Class Lessons for Word Reading and Comprehension (Y1 - Y6):

These are focused on seven areas of inference: predicting, summarising, questioning, clarifying, justifying, visualising and empathising. These areas are all linked to year group specific National Curriculum objectives.

#### MODELLED:

- Pupils introduced to a text (snippet hooks), read by the teacher to model expression/intonation/ read together or read alone (age /lesson focus dependent).
- Vocabulary is explicitly taught and pupils are expected to question the meaning of any unknown vocabulary.
- Set objective questions are linked to the text, discussed by the teacher and class and plenty of opportunities are given for verbal

responses before recording in guided reading/floor books.

#### **GUIDED:**

- Pupils can *revisit* the same text, or given another part of the text to read by the teacher/ read together or read alone (age /lesson focus dependent).
- Same objective focused upon to *recap* previous learning, with a new set of questions to respond to.
- Verbal reasoning/ responses are discussed and pupils are encouraged to make their own written responses, using the modelled lesson as a guide to help them.

#### **INDEPENDENT:**

- Pupils *revisit* same text or a new text with a similar thread to it.
- Same objective focus to *recap* on previous learning, new set of questions to respond to.
- Independent responses written by each pupil to show their *recall* of understanding and how to form their responses.

#### **Planning the Progression Model:**

**EYFS:** a baseline assessment in Autumn Term is followed up with monitoring regularly throughout the year, recorded and re-assessed at each Assessment Point in addition to 6 weekly phonic assessments. Whole Class Guided Reading focuses on discussion and questioning.

**Year 1:** individual word reading for fluency and understanding progresses to guided reading and sharing texts, to oral and then written responses.

**Year 2:** individual word reading for fluency, plus whole class reading opportunities for deeper level understanding and comprehension.

**Year 3 -6:** Whole class Guided Reading lessons which access age appropriate challenging quality texts, with a deeper level of understanding and comprehension taught.

#### **Breadth and Depth:**

**EYFS:** language rich classroom, instructions to read, questions, reading through topic and continuous provision. Daily note for class book.

**KS1:** reading opportunities given in class story time, reading for information through topics studied, internet sources of reading, 1:1 reading opportunities, small group reading (RWI) and whole class reading sessions.

**KS2:** class story books shared, reading for research and information

through topics studied, internet sources of research, 1:1 reading opportunities, reading coaches and reading buddies (with younger children) whole class reading sessions.  
Planned in whole school reading events.

### IMPACT

#### Assessment:

Assessment for Learning takes place in all classes, continuously throughout the year, formal summative assessment points are made termly in reading in addition to six weekly RWI phonic assessments.

Impact of this practice is:

- an increase in reading for pleasure and use of our new library (projected impact)
- an increase in reading assessment data for all year groups and sub-groups.
- develop life-long readers