

Reading at St Monica's School



Intent

'There can be no more important subject than English in the school curriculum. English is a pre-eminent world language, it is at the heart of our culture and it is the language medium in which most of our pupils think and communicate. Literacy skills are also crucial to pupils' learning in other subjects across the curriculum.' Ofsted 2012, 'Moving English Forward'

At St. Monica's we believe the development of language and Literacy skills are of the highest priority; striving for both outstanding attainment and progress in English across the school. We aim to develop children's abilities to listen, speak, read and write for a wide range of purposes across the curriculum; enabling them to use language to learn and communicate ideas, views and feelings.

The aims of English are to:

- enable children to speak clearly and audibly, taking into account their audience.
- encourage children to listen with concentration in order to be able to identify the main points of what they have heard.
- enable children to adapt their speech to a wide range of circumstances and demands.
- develop children's abilities to reflect on their own and others' contributions and the language used.
- enable children to evaluate their own and others' contributions through a range of drama activities.
- develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge.
- encourage children to become enthusiastic and reflective readers through contact with a range of interesting and challenging texts.
- help children enjoy writing and recognise its value.
- enable children to write with accuracy and meaning in narrative and non-fiction.
- increase the children's ability to use planning, drafting and editing to improve their work.

At St Monica's, we truly believe that with high quality teaching of reading, our children can become fluent, enthusiastic readers, allowing them to be transported from their own world to another and to access information all around them. We promote the importance of reading to our children strongly; between the pages of a book, they can become immersed in the lives of fictional characters and learn about a culture and lives entirely different from their own. Reading opens our children to new opportunities and experiences and prepares them for the future. The importance of reading for children cannot be underestimated. Reading for pleasure can benefit a child's education, social and cognitive development, their wellbeing, and their mental health. We aim for all children to be fluent, competent, confident readers who also have a love of reading and a broad vocabulary.

Implementation

During EYFS at St Monica's School

- Phonics and early reading are taught following Ruth Miskin – Read Write Inc.
- Sessions are fast paced, have high expectations and are consistent in approach.
- 4 - 5 phonic lessons weekly in Reception (alternates each half term).
- Children read phonetically decodable book within the phonics lessons guided with an adult. These books are sent home for children to practise fluency. In addition, the children take home an unseen phonetically decodable book at their level.
- Phonics interventions for children who are not working at expected levels in the afternoon.

During Key Stage 1 at St Monica's School

- Phonics and early reading are taught following Ruth Miskin – Read Write Inc.
- Sessions are fast paced, have high expectations and are consistent in approach.
- 5 phonic lessons weekly in Year 1 and Year 2.
- Once children reach the end of grey group they move onto group reading with a comprehension focus and then this leads to the whole class approach in KS2.
- Children read phonetically decodable book within the phonics lessons guided with an adult. These books are sent home for children to practise fluency. In addition, the children take home an unseen phonetically decodable book at their level.
- Phonics interventions for children who are not working at expected levels in the afternoon.

During Key Stage 2 at St Monica's School

- Whole class reading is taught from years 2 (when the child has completed the RWI programme) to year 6. This method is inclusive and exposes the children to a wide range of texts and vocabulary.
- Texts are pitched a year above the most competent reader to extend and challenge children. Support and scaffolding is given to those who need it.
- The sessions follow a 4-day structure of: vocabulary focus; reading in context; extracting key information using a combination of colourful semantics and blank's questioning; and comprehension skills/understanding.
- Texts and extracts are chosen to include a wide range of genres, diversity and locations.
- We use a mixture of narrative texts, factual pieces and poetry. We believe it is important to expose the children to a wide range of literature and authors.

- Links are made with other areas of the curriculum where possible and also link to current affairs.
- Phonics 'catch up' groups in KS2 where needed consistent with approach throughout the school.

Planning

EYFS and Key Stage 1:

- Reception & KS1 to follow the Ruth Miskin – RWI planning based upon the pupil's groupings from assessment.
- Children that are identified as not making the expected progress to have pinny time & FRED Talk sessions.

Key Stage 2:

- Teachers plan weekly whole class reading sessions during shared PPA.
- Plans for Whole Class Reading sessions are annotated and adapted to show how less able and those new to English will access the content.
- SEND, EAL and children not meeting the expected standards will have support indicated/adapted tasks.
- Whole class reading foci are chosen depending on gaps in skills/knowledge/need and adapted as necessary.
- Individual reading support/interventions are given to children who have been identified as working towards national expectations.

Assessment

EYFS and Key Stage 1:

- Ruth Miskin RWI online assessments half termly. This is overseen by early reading lead to ensure accuracy and consistency.
- PM benchmark from when the child finishes the RWI programme.
- Year 1 Phonics screening.
- KS1 optional SATs.
- TA/Teacher communication – phonic group feedback to teachers/leaders.
- Continuous AFL used in classrooms daily, assessing fluency of reading when they read aloud across the curriculum.
- Termly Star Reader assessments from year 2 – identifies reading levels for independent reading & bottom 20% per year group so we can monitor closely.

Key Stage 2:

- Ruth Miskin RWI assessments half termly for those children who did not pass their Year 2 phonics assessment re-take.
 - PM Benchmark to level 30 termly.
 - Termly Twinkl end of term reading assessments - how children perform in a written assessment, using the outcomes to plan for areas of weakness/misconceptions/gaps in skills.
 - Termly Star Reader assessments from year 2– identifies reading levels for independent reading & bottom 20% per year group so we can monitor closely.
 - KS2 SATs.
 - TA/Teacher communication – support/interventions put in place if needed.
 - Continuous AFL used in classrooms daily, assessing fluency of reading when they read aloud across the curriculum.
- All contribute as part of the puzzle to how we assess reading at St. Monica's.

Reading Fluency

- Gradually throughout the reading week, children are given the opportunity to hear good fluency and then practice good fluency through pair, individual and whole class reading aloud in both whole class reading sessions and in the opening worlds lessons in geography and history.
- Fluency is a key focus in other subjects, in particular 'opening worlds' curriculum for geography and history.
- Opportunities to hear children read their levelled reading book – throughout the half term and regularly for those who have fluency as a focus.
- Star reader gives estimated oral reading fluency score.
- Fluency is particularly a focus for the bottom 20% - focusing on these children, ensuring they also hear modelled reading from the teacher regularly.
- Reading aloud – frequent opportunities are given for children to read aloud to their peers and an audience to develop their confidence and fluency when reading, such as in class assemblies, pupil-led Acts of Worship and frequent reading of their work in class.

Book areas and displays

- Each class has a designated reading space.
- Books are made readily accessible for the children to choose.
- Books that are banded/levelled, topic books and books for pleasure are made readily available.
- Reading areas are kept tidy and organised with a mixture of familiar books and new books.
- The number of books in the book areas are limited to remain inviting and organised.
- Book areas are regularly updated and books changed to add variety and interests.
- Book areas are made cosy and inviting, e.g. using bean bags, chairs, mats.
- Children are encouraged to share their reading experiences using book reviews/scrapbooks.

Resourcing

- Each year group has a budget which can be used to acquire new books, reading area resources etc.
- Funding from the Friend's committee is available for resources including author visits etc.

Reading for pleasure

- In the EYFS children take home a story book of choice each week from their class library. The parents are also invited in in the Spring term for weekly 'Come Read with Us' sessions.
- Each half term we do a secret reader where staff members visit another class to read a book or extract of their choice. Clues are given prior to the visit to encourage excitement and give an insight about the staff and their reading preferences.
- Children are encouraged to share their reading experiences with each other.
- Improved library areas in classrooms with a range of texts to enjoy.
- Local library visits can take place when possible.
- Children in KS1 encouraged to take home their reading book and a reading for pleasure book.
- Book Fairs – raising the profile of reading across the school.
- Currently developing reading lists for each year group with a variety in diversity, genre and generated from the children's interest. Staff keep up to date with latest trends and releases to ensure this is current and up to date.
- World Book Day/National Poetry day.

Impact

Successful reading at St. Monica's will be evident from the clear progression of skills taught across the school, ongoing teacher assessment and from recorded work in their whole class reading books, reading records and English books. A successful reader will be able to fluently read age appropriate books from our classroom libraries and have an informed opinion about their favourite genres and text types. They will be able to recount the premise of a story or article succinctly and justify their opinions, using evidence from the text. Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through KS2. When encountering new vocabulary, our children will be able to use a secure phonics understanding to decode new words and use their comprehension skills to ascertain its meaning in context. Furthermore, they will be able to transfer these skills to unseen texts, verbal discussions and in written responses across the curriculum.

Support for Bottom 20%

These children are identified at each pupil progress meetings (termly) and reviewed after assessments/interventions. Interventions include: daily reading, focused use of Blank's questioning, word aware, Phonics focused groups, language for thinking, colourful semantics, comprehension groups, Widgets and colourful semantics, alongside other supportive methods of quality first teaching are used to support the children within reading lessons.

Training and CPD

- Ruth Miskin training RWI phonics main training – May 2023 – September 2023 (8 staff members).
- Ruth Miskin training RWI phonics building an expert team – Early reading lead and HT October 2023.
- Online training assessment for Ruth Miskin RWI phonics - Early reading lead and HT October 2023.
- Weekly internal training sessions to ensure phonics programme is followed correctly and to develop good practice.
 - Ruth Miskin speed sounds training – September 2024 - whole school
 - Staff meetings to share good practice, new initiatives and current curriculum guidance.
 - Phonics drop in sessions to provide support with planning and confidence with delivery.
 - Team teaching/modelling for whole class sessions as needed.

Monitoring

Monitoring is undertaken by the subject leaders and SLT during the school year. This will include:

- learning walks during phonics and whole class reading sessions.
- book looks for phonics.
- book looks for whole class reading.
- conferencing and discussions with pupils.
- KS1 moderation.
- internal moderation of reading assessments.

Parental engagement

- Literacy meeting for Reception (October) & Year 1 and 2 (Spring term).
- Reading record books are opportunity to share reading activity between home/school for KS1.
- Parents evenings – to share progress, expectations for reading and targets.
- Our School website – clearly communicates vision, expectations, reading spines

Key documents

- Whole class reading planning/resources (Shared drive)
- Reading spines
- Whole school English overview
- Bottom 20% in reading document and Scholar pack data
- Yearly book lists