



Intent

At St John's CE Primary School, we are determined that every child will learn to read regardless of their background, needs or abilities. Reading sits at the heart of teaching and learning and we believe that it is the key to opening doors across the curriculum to deep educational experiences. Reading is an integral part of the English curriculum and we work hard to promote high standards of language and literacy by equipping children with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Our aim is to ensure that all pupils:

- Develop as independent readers who read for meaning with accuracy, fluency, confidence and expression
- Develop and apply reading strategies appropriate for a range of reading activities including both fiction and non-fiction
- Develop the habit of reading widely and often, both for pleasure and information
- Enjoy books and reading so that they develop a lifelong love for books
- Develop the ability to read a variety of texts and genres, including poetry, for a variety of purposes
- Foster an interest in words and their meanings and to widen their vocabulary
- Have access to a wide range of books that represent a variety of protected characteristics, inspire and extend vocabulary and engage children emotionally
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

Implementation

- **Phonics-** Our pupils in EYFS and KS1 learn to read and write effectively and quickly using the Read Write Inc. Phonics systematic, synthetic programme. We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing can develop slower than their progress in reading, especially for those whose motor skills are less well developed. All children in Reception, Year 1 and Year 2 have a daily phonics lesson where they decode letter-sound correspondences quickly and effortlessly using their phonic knowledge and skills, while also spelling quickly and easily by segmenting the sounds in words. Early readers in Year 3 and Year 4 also access the daily Read Write Inc lessons. Early readers in Year 5 and Year 6 have daily 1-1 interventions using the Read Write Inc, Fast Track, Fresh Start programme.

In addition to a daily 20 minute phonics lessons, pupils who are learning to read using the Read Write Inc. Phonics systematic, synthetic programme also have a 20 minute reading lessons. Once again, this is from the Read Write Inc programme. Through following the Read Write Inc lesson structure, all children in the group read the same book with partner work being a very important component of every session. The children practice their sounds, blend them to read new words, read common exception words on sight, develop their understanding of what they read and read aloud with fluency and expression. As all of the children work on the same book together, the teacher is able to work effectively with children at each stage of their learning.

At the end of each half term, early readers across the school are assessed using RWI assessments. The EYFS and KS1 groups are then revised, allowing children to continue to be taught at the correct level. These assessments are also used to identify the gaps of any children who are not on track with their reading. These gaps are then addressed through daily Read Write Inc, Fast Track interventions. Once children have completed the Read Write Inc. Phonics systematic, synthetic programme in Year 2, they move on to Guided Reading format that is followed in Key Stage 2, with less focus on decoding and a greater emphasis on fluency and comprehension.

- **KS2 Guided Reading-** Reading in KS2 is taught whole class using high quality, engaging novels. The carefully selected novel is read during four sessions per week over the whole half term. These texts have been selected and mapped out across the school, ensuring that they have a strong narrative, represent a variety of protected characteristics, inspire and extend children's vocabulary and engage children emotionally. Our texts are reviewed and refreshed each year, as new books are published. The fifth session each week is

dedicated to ensuring our children experience reading a wide variety of genres. These are short high-quality fiction or non-fiction texts, often linked to other areas of curriculum learning. Throughout the week, all guided reading lessons provide children with opportunities to learn how to answer comprehension questions linked with the following categories: Activating prior knowledge, vocabulary, inference, predicting, explaining, retrieval, sequencing and summarising. To ensure that all children can access the same text in guided reading lessons, we support the bottom 20% through scaffolding, guided groups and pre-teaching.

- **Additional Reading-** In FS1 and FS2, we develop a love of reading through dedicated, daily story and rhyme time. In addition to this, each class from Year 1 to Year 6 has a class novel which is read daily by an adult to the children to help promote a love of reading. In most cases this is a different text to what is already being read in English lessons and Guided Reading lessons, but in some cases this is the same text. As well as the class novel which is read daily by teachers, we ensure high quality texts are at the heart of every writing lesson. We use the texts as a stimulus for our writing units, studying the text as writers, while using drama and creative work to bring the book alive. Both the class texts and the texts used within writing lessons have been selected and mapped out across the school, ensuring that they have a strong narrative, represent a variety of protected characteristics, inspire and extend children's vocabulary and engage children emotionally.
- **Reading at home in EYFS and KS1-** All children who are in the Read Write Inc red group and above are sent home with a Book Bag Book that corresponds with the storybook that they have been reading with their reading teacher. The Book Bag Book is sent home on a Friday once children have finished reading the storybook at school with the reading teacher. A copy of the storybook which has been read in class is also sent home with the children. Children who have not yet reached red group are sent home with Sound Blending Books or Ditty Sheets. To further promote a love of reading, all children in EYFS and KS1 are also sent home with a book each week that they choose themselves. Children earn badges awarded through the St John's Reading Challenge by reading regularly at home.
- **Reading at home in KS2-** At St John's CE Primary School, we use Accelerated Reader to encourage and motivate children to enjoy reading appropriately pitched books both at home and at school. At the start of every half term, children take a short online quiz which provides them with a ZPD (Zone of Proximal Development) level. The children then choose books from the library that fall within their ZPD. The children take a computerised comprehension quiz for each book they read. The children's success with their Accelerated Reader quizzes are celebrated through our 'Read for a Bead' initiative. In year 3 to year 6, we also send home reading scrapbooks. Each week, a child is selected to create a double page spread celebrating a book that they have read and enjoyed. Pupils then bring the reading scrapbook back to school and share their double page spread with the rest of the class.
- **Promoting a love of reading-** At St John's CE Primary School, each classroom has a book corner containing a selection of high quality, exciting and engaging texts. Books corners also contain a selection of both fiction and non-fiction books that link with the wider curriculum. Each year, as a school we celebrate World Book Day by dressing up, holding a reading challenging and inviting authors to come in both virtually and in person to discuss their books with the children.
- **Assessment-** In Year 1 to Year 5, we use the Rising Stars PIRA assessment which gives us a standardised reading score for each child. Children take these tests at the end of the Autumn, Spring and Summer terms and teachers use the results to help them make an overall teacher assessment judgement at the end of each term. In KS1, children's reading is also assessed using the RWI assessments and the results are used to group children based on their reading ability. In KS2, children's reading is also assessed using the Accelerated Reader Rising Stars Quiz which provides each child with an accurate reading age.

Impact

Through the teaching of systematic, synthetic phonics, our aim is for children to leave KS1 as fluent and confident readers who can apply their knowledge and experience to a range of texts throughout the curriculum. As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. We want all children at St John's CE Primary School to have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced.