



Subject Leader Review English - Reading

Mission Statement

"I called you by your name, you are mine." (Isaiah 43:1)

VISION

At St. Augustine of Canterbury Catholic Primary School, our vision is for every child within our school to become confident, fluent and passionate readers, who are readily equipped with the reading skills required to successfully embark on their future. We aspire to develop a love of reading in creating a classroom culture in which children can be influenced to read widely and for pleasure. The children engage in a diverse range of authors, genres and text-types that celebrate literary heritage alongside providing them with the ability to develop and embed their knowledge about the world in which they live. Our children's reading experience expands their understanding of language, vocabulary and continually strives to create readers, not just pupils who read.

INTENT: What we are teaching

The school intends to develop literate children who:

- To begin to develop lifelong enjoyment and pleasure in reading by exposing all children to a diverse range of authors, genres and books on different topics, themes and interests.
- To develop happy healthy and curious learners who read confidently and independently.
- To provide children with the skills and strategies necessary to develop into competent and fluent readers while orchestrating a range of independent strategies to self-monitor and correct.
- To enable children to understand the meaning of what is read to them and develop higher order reading skills, enabling the use of inference and deduction to discuss what they read independently and be able to respond to it while justifying their answers.
- To develop appreciation of the work of different authors, poets and illustrators.
- To enable children to be familiar with a large bank of rhymes and stories including nursery rhymes, traditional tales and stories from other cultures.
- To effectively assess children's fluency and understanding to ensure their home reading book and books used for guided reading reflect their ability
- Have the opportunity to listen to stories every day (read and oral) and can understand the relevance of story within their lives.
- Enjoy sharing their reading with their parents/carers.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Understand a range of text types and genres.
- Evaluate and justify their preferences.
- Develop powers of imagination, inventiveness and critical awareness.

Alongside teaching children to acquire the skills they need in order to read; the school will also aim to develop children's understanding of what they are reading through:

- Recall and literal understanding
- Developing inference skills
- Identify and understand a range of vocabulary in context
- Ensuring children can make connections when reading
- Encouraging reading in order to learn
- Teach the full range of reading strategies including: phonic knowledge (visual information) grammatical knowledge (structural information) word recognition and graphic knowledge (visual information) contextual knowledge (meaning)

- Monitor their reading and correct their own mistakes during shared, guided and independent reading sessions.

IMPLEMENTATION: How we teach it

Implementation

- To plan for and provide all children with the opportunity to read as part of a guided session at least once a week using My Letters and Sounds, Big Cat Collins Guided Reading and Literacy Shed Plus to support.
- To develop all children's reading through high-quality daily guided reading sessions and daily phonics lessons in EYFS and Year 1.
- To plan opportunities for reading across the curriculum.
- To ensure all children's progress is monitored and evaluated closely so that all children can make at least expected progress from their starting point and any additional support can be put in place for children where appropriate.
- In the relevant year groups use phonetically decodable books which are matched directly with a child's phonological awareness.
- To ensure that teachers model reading, shared reading and a love of reading with the use of regular class stories/novels.
- To plan and deliver comprehension activities to develop other skills associated with reading.
- To use phonics checklists, phonic assessment checks, NGRT and Rising Stars assessments to formally assess and monitor children's progress and attainment in reading.

Approaches to Reading

In addition to and alongside the systematic approach outlined above the school develops children's ability to read and to develop a love of reading through a combination of approaches and these can be broadly identified as direct teaching,

- Modelling and promotion.
- Using 'Talk For Writing' approaches to enable oral and written story telling
- Encouraging book talk
- Introducing authors as role models
- Sharing books together as a whole class or in groups
- Locating reading in the wider curriculum
- Daily Guided and shared reading in groups with teachers and TAs
- Having a 'reading corner' in each classroom
- Promoting the use of the school library, which is at the heart of the School.
- Visits to the local library to access and loan a range of books including topic book boxes for the class reading corner.
- We have playground librarians who select and put books outside on the playground during break and lunch times daily. This encourages children to read for pleasure during their breaks.
- Supporting parents and encourage them to read to and with their children at home
- All adults in school modeling positive attitudes to reading
- Each class have a 'class novel' to encourage pleasure for reading and an opportunity to explore books beyond their age reading ability and we are model book talk and use of vocabulary.
- Power for Reading and Literacy Shed Plus initiatives promote the use of good quality and diverse texts within the Literacy lesson, sharing and engaging in these with the children.
- Reading Buddies sessions allow the children to share books they enjoy with a partner in a different class across the school with the aim to foster reading for pleasure.

IMPACT: What is working

Impact

- Children will be able to read and will show increasing confidence, resilience and independence in both their reading knowledge and their reading skills so that they continue to become lifelong readers.
- Children will have a love of reading, developing preferences on what type of genre, theme or topic they like to read.
- Children leave St Augustine of Canterbury having made the best possible progress from their baseline as a result of consistent, Quality First Teaching and (where appropriate) additional interventions.
- Children are confident in their spoken language and embedded knowledge and range of vocabulary. This is reflected in their reading outcomes.
- Children will have a book appropriate to their developing phonic knowledge/reading ability and matched to their fluency and understanding.
- Children will be exposed to a diverse range of genres and authors.
- Children will be able to understand what is read to them and answer questions including making inferences and making connections between texts.
- All Children, including those with SEND, will develop reading skills and knowledge and apply this across the curriculum to prepare them for the next stage of their education.
- Our children feel that their efforts were valued and their opinions heard. That they have had a chance to find their 'voice' and were encouraged to use it.

Curriculum Leader Actions and Impact

Previous Improvement Actions and Impact

- Purchase and embark upon a validated Phonics Programme - My Letters and Sounds was purchased, training was delivered and it was embarked upon successfully in 2022/23 - Year 1 86% Year 2 retake 40% (2 out of 5 children)
- Embark upon reading report tracking the lowest 20% in each class - children identified and monitoring began.
- Purchase reading books to engage and support older children who struggle to read - split level books purchased to support older children with accessible text with age-appropriate content.
- Purchase books to extend reading range further - books purchased to extend scheme to box 20 to prevent children 'free reading' at a premature stage.
- Reestablish library links - class visits to local library resumed and classes accessing topic themed book boxes

Current Actions and Implementation 2023/2024

- To improve the teaching and learning of Reading through Talk for Reading - purchase of the materials, staff CPD and use across the school - move on to monitoring its use and impact on reading outcomes
- Continue to develop monitoring and tracking of the lowest 20% of readers in each class with a focus on the impact of the findings within class teacher's planning/interventions.
- Audit guided reading resources in each class with a focus on texts to engage boys.
- Embark upon a new home reading initiative to replace Buster's Book Club - The Reading Tree
- Continue to promote and develop further the 'reading for pleasure' environment including purchase of a reading vending machine.