



**God shines within our hearts  
Jesus walks by our side  
The holy spirit gives us strength**

## **Reading**

### **Intent**

At St. Mary's CVA, we value reading highly and we encourage our children to become enthusiastic readers. All children will learn to read with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct. They will enjoy a wide variety of texts, becoming lifelong readers and learners. We intend to encourage all pupils to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, to gain knowledge across the curriculum and develop their comprehension skills. It is our intention to ensure that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Intention 1: To build a curriculum, which develops a love of reading to help pupil's gain the acquisition of knowledge and skills so that all pupils know more, remember more and understand more.

Intention 2: To design a curriculum which has reading at its core across all curriculum areas. Through choosing quality texts, we intend to develop a love of reading and allow children to recognise the pleasure they can get from their reading, as well as an understanding that reading allows them to discover new knowledge, revisit prior knowledge and understand more about what they learn, fuelling their imagination for ideas to use in their own work.

### **Implementation**

The teaching of systematic, synthetic phonics is taught from the beginning of Reception and in KS1 using Letters & Sounds supported by a range of practical methods. The school uses Pearson's Bug Club programme to support the teaching and ongoing assessment of phonics. Children in Foundation Stage and Key Stage 1 take part in phonics lesson for 20 minutes each day. The very small number of pupils who do not meet the standard of the phonics test at Year 1 receive targeted support throughout Year 2 and KS2 to ensure that they progress.

In addition, phonics tracker is also used to assess learning and progression. Pupil progress is tracked closely to identify any pupil who is falling behind so that targeted additional support is given.





We use a wide variety of reading materials, covering fiction and non-fiction, poetry and rhyme, in our school's book banded reading scheme in which reading books link directly to phonics and word knowledge.

To promote reading fluency, we operate a system of paired reading with reading partners in Year 6 and Reception, Year 5 and Year 1 and Year 2 meeting every week. In addition, we have reading volunteers who read weekly with targeted children. Class novels are read aloud each day. English from EYFS to Year 6 is planned using high-quality texts based on Pie Corbett 'Talk for Writing.'

The school gives additional booster provision for reading and phonics to our younger children who may need it, using interventions such as, Talk Boost and Read Write Inc. Parents are also supported through phonics workshops and meet the reception teacher transition meetings.

We read with children in groups during guided reading sessions, using a progressive reading scheme covering all genres. All classes participate in a daily/weekly Guided Reading session where they are explicitly taught about word reading and comprehension skills. This is introduced to Reception Class after Christmas. In KS1, the guided reading sessions are delivered using book banded group readers. Echo reading also forms part of guided reading sessions. Teaching approaches include the following:

Cross-curricular research, individual/silent/paired reading, Phonics bug e-books, guided reading, shared reading, peer reading between year groups, home reading, reading for pleasure, after-school events and volunteer readers.

We assess reading using teacher assessment, previous national stationary assessments in reading, PiRA tests and Bench marking.

### **Impact**

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 the school. Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are compared against the reading attainment of children nationally. The Phonics Screening Test at the end of Year 1 measures attainment in phonics. Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment or from their starting point in Reception. Children will use their English knowledge and skills, in all curriculum areas, to enable them to know more, remember more and understand more.



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Children will have a love of Reading and make at least good progress in Reading from their last point of statutory assessment or from their starting point in Reception. Children will use their Reading skills as a key tool in helping them to learn, and as a result, know more, remember more and understand more.

We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles.



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