

God shines within our hearts.
Jesus walks by our side.
The Holy Spirit gives us strength.

Trust Vision
Growing in faith, serving with love.
Transforming our world; together in Christ.



Reading Curriculum at St. Mary's Catholic Academy.

Intent.

At St. Mary's Catholic Academy, we value reading highly and encourage our children to become enthusiastic and passionate readers. Our intention is that all children will learn to read with confidence, fluency and understanding. That they will be able to use a range of strategies independently to self-monitor and correct and will develop deep comprehension skills. Through careful consideration and mapping, we will expose them to a wide and rich variety of high-quality texts, including fiction, non-fiction and poetry, to help them develop their knowledge of themselves and the world around them and to establish an appreciation and deep-rooted love of reading.

It is our intention that, by the end of their primary education, our pupils will leave us as fluent and confident readers who have been exposed to a wide and varying array of rich text materials, across many subject areas, preparing them for their forthcoming secondary education.

We aim to build a curriculum that:

1. develops a love of reading and helps pupils acquire the knowledge and skills needed to know more, remember more and understand more.
2. Has reading at its core, across all curriculum areas. Through carefully selected quality texts, we intend to develop a love of reading that allows 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 are learning, thus fuelling their imagination for ideas to use in their own work.

Implementation.

The teaching of Systematic Synthetic Phonics (SSP) is taught from the beginning of Reception and in KS1 using the DFE endorsed scheme Pearson's Phonics Bug (build in line with Letters & Sounds). Our EYFS and Key Stage 1 children take part in a 20-30 minute daily phonics lesson, supported by booster groups for those pupils who need it. The school use Phonics Tracker to track and monitor the progress of pupils, allowing staff to spot gaps in learning and identify pupils who need additional support. All Year 1 pupils take part in the statutory Phonics Screening in the summer term and the very small number of pupils who do not meet the standard receive targeted support throughout Year 2 and into Lower Key Stage 2 where needed.



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We use a wide variety of reading materials, covering fiction and non-fiction, poetry and rhyme, in our school's book banded reading scheme.

Pupils in EYFS and Year 1 receive decodable home reading books which link directly to the phonics phase they are being taught, ensuring they are not exposed to language they are unable to decode and read, boosting their confidence as a reader and ensuring continued practice of their key phonics learning. Year 2 and above have reading books following the Oxford Reading scheme book colour banding, with other books of similar reading level supplementing the scheme to ensure variety and interest for our pupils. Our pupils are encouraged to read daily at home and their books are changed upon completion, not set days, allowing their pace of reading to be uninterrupted.

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 in all classes. English from EYFS to Year 6 is planned using high-quality texts to support reading and writing.

Pupils with additional needs are further supported with their reading through additional booster provision, using interventions such as Nessy Reading, NELI, Echo Reading and Talk Boost. The school also use classroom adaptations to support struggling readers such as transcription/dictation devices and paired pupil/TA support. Struggling pupils are identified as 'priority readers' and targeted with daily adult reading support along with additional reading support in lessons where needed.

Our dyslexic pupils are supported with dyslexic friendly books within our reading scheme, dyslexic friendly fonts/overlays and exercise books within the class and additional targeted support for spelling and reading with Nessy Reading & Spelling and Toe by Toe.

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 PM Bench Marking.

Impact.

Through the teaching of Systematic Synthetic 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



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and Speaking and Listening from their last point of statutory assessment of 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.

Children will have a love of Reading and make at least good progress in Reading from their last point of statutory assessment of 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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