

# St Mary of the Angels Catholic Primary School



## READING STATEMENT

### Intent

The first stage in helping children to become confident readers and enjoy books is teaching them the key skills that they need. Our philosophy will be driven by the determination that every child in this school will learn to read regardless of social and economic circumstances, ethnicity, the language spoken at home or special educational needs or disabilities.

### Implementation

- We will use a systematic, consistent, well-structured, fast paced and multi-sensory approach to teaching reading.
- Teaching of phonics is primarily based on Letters and Sounds. In KS2, teaching of spelling is based on Babcock. Pathways to Write structures the foundations of the English planning across the school and wider resources including those from The Literacy Shed, Literacy Counts and others are used to enhance the teaching of reading within the wider curriculum.
- Pupils will be given opportunities to apply what they have learnt through reading – including time to read aloud to adults to practise their decoding skills – writing and comprehension of what they are reading.
- Teachers will be highly trained in the principles of phonics, so that they can identify the learning needs of young children and recognise and overcome the barriers that impede learning
- The curriculum will give children rich opportunities to talk and listen in a wide range of contexts. Strong cross-curricular links are made with reading across the wider curriculum, e.g. topic book baskets in every classroom using ELS resources
- This will contribute to developing their familiarity with books and stories and their knowledge of the meaning of words.
- There will be a strong and early focus on developing the children's capacity to listen, concentrate and discriminate between sounds.
- Well-structured resources including those from Letters and Sounds and Read Write Inc. will be used appropriately, either individually or in combination, to support the teaching programme.
- Phonics and other teaching strategies will be monitored to ensure consistency. Monitoring will be led by the SLT and Subject Leaders with governor support.
- The assessment of individual pupils' progress in reading and their phonic knowledge and skills will be frequent and detailed to identify quickly the pupils who are failing, or in danger of failing, to keep up with their peers. Formative assessment includes Benchmarking and PIRA reading assessments.
- Effective provision for those who are struggling to keep up will be put in place early and there will be high expectations of what all pupils should achieve
- Children will be involved in the assessment of their progress and receive regular supportive feedback on their work. This will include at least weekly notes recorded in the school planners.
- Children who are struggling to read will be given individual support which will be carefully attuned to overcoming barriers to their phonological development. This may include access to the Reading Recovery programme, individualised supports in class, spelling cards and other resources.
- Every classroom will have an attractive and accessible reading area where resources are organised and available for children to regularly use. Every class will encourage and celebrate reading through personalised strategies, e.g. book of the week, recommendations, reading walls, etc

### Impact

The impact of our reading curriculum can be clearly seen across the school through children talking about their love of reading, the quality of texts the children are reading and the quality of teaching across the school. Children learn reading incrementally and attain as highly as they can, resulting in above average KS2 reading results year in and year out. Children are often engaged in activities to demonstrate a love of reading such as finding facts about their topics through non-fiction books, sharing their favourite texts with other year groups and engaging with authors, linking to their topic work. Children who may have additional needs in accessing books, also have access to appropriate texts such as bi-lingual books.