



St Michael's CE Primary School, Sandhurst

Subject Vision Document: Reading

Vision (Intent)

At St Michael's reading is a top priority across the curriculum from Ducklings to Year 6. We intend for all of our pupils to leave Year 6 being able to read fluently and with a confidence that will enable them to manage the demands of KS3 and be able to read for a range of purposes in life outside of school.

We aim to support children in becoming able readers by allowing them opportunities to develop the skills and understanding in a range of areas: confidence and motivation to read, decoding, blending, intonation, expression, comprehension, reading for pleasure and providing them the opportunity to read a wide-range of books which will allow them to develop an appreciation of our literary heritage and an understanding of the wider world.

It is our intention that pupils are given opportunities to read across the curriculum in both English and Foundation Subject lessons and also that children enjoy their time reading and understand the value that reading has to offer.

Curriculum (Implementation)

There are several ways in which reading at St Michael's is taught:

- Synthetic Phonics (Read, Write, Inc)
- Collins BIG CAT reading scheme for home reading
- Whole class guided reading – a minimum of three weekly sessions
- Small group guided reading
- 1:1 reading
- High-quality class texts
- Short extracts to aid comprehension practise
- Stories read to the children
- Visits to the library
- Assemblies to celebrate reading success

Curriculum Structure

Whole School

- All classes are taught how to read using whole class reading sessions using high quality class texts.
- VIPERS skills are taught and practised during these whole class reading sessions.
- Short extracts are also used to supplement the class texts and to support with comprehension practise and to promote key reading skills.
- The lower attaining children benefit from daily reading to an adult to promote the fluency of their reading.
- Reading for Pleasure is encouraged in a number of ways: being read to, participating in events such as World Book Day, inviting parents in to read to the children, our reading competition and access to the school library and class libraries which have a huge number of both fiction and non-fiction books for the children to borrow.

'This little light of mine, I'm going to let it shine!'

Community



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- Children in KS1 take home a Read, Write, Inc book and also a book of their choice from the book corner to enjoy with someone at home.
- Children take home a Colling BIG CAT book in KS2, or once finished the phonics programme in KS1, to read at home in which they change it once completed.
- Children can also take home another book from the class library or school library to broaden their range of books being read and to encourage reading for pleasure.

Ducklings and KS1

- Daily phonics sessions (Read, Write, Inc) in ability groups
- Phonetically decodable books changed weekly
- Phonics interventions for the lower attaining children
- Phonic sounds displayed in classrooms to support children
- Whole class guided reading lessons

Reading after Phonics

- A minimum of three whole class guided reading sessions a week
- High quality class texts
- Short extracts used to supplement the class texts
- Paired reading
- Choral reading
- Lower attaining children may be listened to 1:1 for extra support
- Adult reading to the children
- Lots of 'book talk' to promote conversation and understanding about what they are reading and to draw upon prior knowledge and their own knowledge of the world around them

Lesson Delivery (Pedagogy)

Read, Write, Inc is the main scheme through which we teach children how to decode, segment and blend in Ducklings and KS1. High-frequency and common exception words are also taught within decodable story books.

In Whole Class Guided Reading sessions, explicit comprehension skills are taught, however at St Michael's, we don't teach these skills discretely:

- Vocabulary
- Inference
- Prediction
- Explain
- Retrieval
- Summarising

We also put a focus on the fluency of reading and ensure that when we are teaching reading, we put emphasis on prosodic skills such as intonation, volume and expression. We believe that the children can also learn to read from hearing the class teacher and support staff read aloud.

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Assessment

Children's reading is assessed in a number of ways:

- Half termly phonics assessments to see which children need specific intervention
- Year 1 Phonics Screening
- Once children have completed the Read,Write,Inc Program, children will be assessed on the Collins BIG Cat Scheme to get their initial reading level (colour band)
- Collins BIG Cat benchmarking can be used when teachers feel children are ready to progress to the next colour book band level
- Termly NFER reading tests (Year 1 - Year 6) allow teachers to assess the children's understanding and identify areas for further development
- KS1 and KS2 reading SATS papers
- Reading records allow parent-teacher communication.
- Individual reading targets on PITA (Point In Time Assessment) cards are shared with parents at parents' evenings and are included in the end of year report.

Outcomes (Impact – how do we measure and evaluate?)

The standards of reading are regularly monitored in a number of ways:

- Termly data analysis (PITA – Point in Time Assessment)
- Termly Pupil Progress Matrix highlights progress and regression
- Children's work
- Reading records
- Pupil conferencing
- Classroom drop-ins
- Learning walks
- Observations
- Teacher planning

Standards in reading are also monitored across the school. Our bespoke assessment system allows us to analyse performance from Ducklings to Year 6. PITA (Point In Time Assessment) data is used to look at standards in each year group and across the whole school and allows us to track performance levels to see any occurring trends. The attainment and progress of key groups of children (those eligible for Pupil Premium Funding, SEND children, boys and girls) is also tracked to allow for further analysis.

Curriculum Enhancement

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At St Michael's, there are many ways in which reading is enhanced and enriched so that it constantly remains high-profile:

- Whole school reading competition
- World Book Day Celebration
- Reading assemblies
- Staff sharing their favourite books in assemblies
- Book swaps
- Parents reading to children
- Visits to the school library
- Reading buddies – Year 5 and Ducklings
- Year 6 librarian roles
- Summer library reading challenge
- Story sacks in Ducklings
- Quiet area to read in the playground at break and lunch times

Partnerships

Partnerships with parents is vital and at St Michael's we ensure that parents are invited in to school to attend workshops to support them with helping their child read at home. We offer phonics workshops in Ducklings and KS1 and support resources are available on the school website for parents to help their child at home. These include recommended reading lists, links to free e-books, advice leaflets on how to support your child read at home and the VIPERS skills with a bank of questions to support parents in asking children the type of questions that will move their reading on. There are also links to supporting your child with the Read, Write, Inc programme.

Partnerships with other schools within the trust is vital so that best practice occurs and schools can support each other.

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