



# Reading @ English Martyrs' Catholic Primary School



## **Our reading intent**

At English Martyrs' Catholic Primary School, we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves.

Our reading curriculum strives to foster a lifelong love of reading. We cultivate the behaviours that our pupils need to be discerning readers, reading frequently and widely, using a range of strategies and discussing what they have read.

Early reading and development of speech and language is identified as a priority at English Martyrs' and therefore vocabulary acquisition and application are planned into all subject areas.

We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through good quality texts and promote reading for pleasure.

All of these are essential components as they offer the range of opportunities needed to develop fluent, confident and enthusiastic readers and above all, a love and appreciation for reading.

The school aims to:

- Develop word reading skills which enable the children to decode words using a reading routine that is rehearsed and practised daily
- Develop children's fluency, intonation and expression so they can read aloud for different purposes (accuracy, automaticity, prosody)
- Promote a love of reading which is centred around the interests of the children but also engage children with texts and knowledge outside their current experiences
- Support children's comprehension skills through ensuring experiences of high-quality discussion with the teacher and peers, and establishing clear methods for answering a range of comprehension questions.
- Ensure children experience a range of genres and discuss a plethora of stories, rhymes, poems, traditional tales, stories from other cultures and non-fiction
- Develop a knowledge of themselves and the world in which our pupils live, through the texts they encounter
- Support pupils to read widely through a carefully selected and organised home reading programme, supplemented by a specifically chosen Book Spine, delivered by class teachers
- Encourage care and ownership of books
- Use reading and a language rich classroom environment to expose children to a wide range of vocabulary
- Rigorously monitor and assess children's reading progress and identify those who need extra support and intervene at an early stage.

## **Implementation**

### *How is reading taught at English Martyrs'?*

We have a whole school approach to the teaching of reading following the National Curriculum of 2014. As a highly connected subject, links are made across the wider curriculum and a range of strategies are taught throughout all classes.

### **Early Years Foundation Stage and Key Stage 1**

Throughout Nursery and Reception, the majority of our planning is based around books, stories, poems and songs. Our aim is to ignite children's imagination and curiosity, widen their experiences and vocabulary, and improve attention, concentration and communication skills.

Reading opportunities are provided on a daily basis in Early Years and across KS1. A wide range of approaches are used to provide first hand experiences and the children are taught in a print rich environment but also a vocabulary rich environment where staff create opportunities for dialogue, questions and discussion with both adults and peers. Teaching aims to excite and stimulate children through active learning in which they enjoy achieving and progressing in their love of books.

Talk4Writing, our whole school approach to enabling our pupils to become confident, critical and appreciative readers, and in turn, imaginative, creative and effective writers begins in our Early Years. Talk4Writing uses story maps, props and actions to help us orally re-tell stories. In Nursery, we start our journey with well-known Nursery Rhymes and then move on to simple, quality picture books and traditional tales.

In Reception class, we continue our development by beginning to innovate the stories we have learnt, changing characters, settings and event.

### **Phonics**

We use, ["Essential letters and Sounds" \(ELS\)](#) , a DfE validated systematic and synthetic phonics programme.

Synthetic phonics is a way of teaching children to read. It teaches children how sounds are represented by written letters. Children are taught to read words by blending these sounds together to make words. For example, they will be taught that the letters 'm-a-t' blend together to make 'mat'.

With ELS, there is a daily phonics lesson where the teacher teaches a new sound, or reviews sounds learned earlier in the week. This is shown to the class on the whiteboard. Children learn the letters that represent the sounds. They are then asked to read words and sentences with the new sounds in. Children will also practise writing the letters that represent the sounds.



Whole class phonics teaching following the ELS synthetic phonics programme



Pupil reading books are carefully sequenced and matched to children's secure phonic knowledge

We carefully selected this programme as it offers precise structure and a 'whole class mastery' opportunity. We ensure enough time and priority is given to fully implement our Phonics programme. The programme is research led and interventions are used to ensure that any learning gaps are quickly filled, with support for children who encounter difficulties throughout the lesson. Tailored resources are used within the ELS programme to support the needs of SEND learners.

To ensure all children learn to read well, quickly, children learn Phonics from the very start of Reception. It is explicitly taught every day during a dedicated slot on the timetable. Throughout the day, children use their growing Phonic knowledge to support them in other areas of the curriculum and have many opportunities to practise reading decodable texts precisely matched to the phonic knowledge.

This includes reading 1:1 with a member of staff, with a partner during paired reading and during whole class reading sessions. We know that reading is a fundamental life skill and ensure that all children leave our school able to read well. ELS is a whole class teaching model. This means that every single pupil has the same opportunities when learning to read. Learning to read well, early, is a priority for every child. Children who may find it harder to learn how to read are given extra support from their teacher every day. We ensure that all children to learn to read well and keep up rather than have to catch-up.

The structure of each session is as follows:

1. Revision and review of prior knowledge e.g. prior sound
2. Introduction and modelling of new sound through teaching
3. Practise of new sound
4. Application of new sound through either of selected activities:
  - Identifying the new sound in a sentence
  - Reading the new sound
  - Recalling the new sound
  - Writing the new sound

We follow the ELS progression and sequence. This allows our children to practise their existing phonic knowledge whilst building their understanding of the 'code' of our language. As a result, children can tackle any unfamiliar words that they might discover.

## **Implementation of Phonics**

### *Nursery*

The foundations of phonics are laid in our Nursery setting. At English Martyrs' we want all children to fall in love with books, stories and reading. This journey starts in Nursery by taking time to share books together both in class and at home.





Some of the Early Years Reading Spine books



Story sacks are used in school and at home to bring stories to life and encourage discussion.

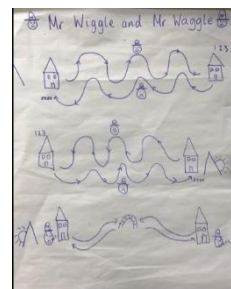
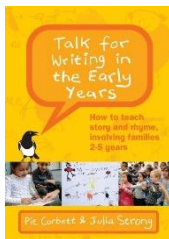
We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'.

These include:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes (Early Years Reading Spine)
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language
- Story Share – taking books home to share with grown-ups. Drawing pictures or recording discussions about books is actively encouraged.



Phase 1 of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2 (Summer Term). The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. Phase 1 is divided into seven aspects. Each aspect contains three strands: Tuning in to sounds (auditory discrimination), Listening and remembering sounds (auditory memory and sequencing) and talking about sounds (developing vocabulary and language comprehension).



Children in Nursery begin to use our Talk4Writing approach to learning and performing traditional tales, stories and Nursery Rhymes. Repetition and rehearsal of the texts supports children to recognise text types and common story structure.

### *Daily phonics lessons in Reception and Year 1*

We teach phonics for around 30 minutes a day. In Reception, we build up to this as quickly as possible in the Autumn term. In addition to the lessons, phonics teaching is reinforced through the use of flash cards and other activities throughout the day.



Pupils in KS2 complete tasks within their Essential Letters and Sounds phonics

Each Friday, we review the week's teaching to help children become fluent readers. In year 1, children apply their knowledge in paired reading sessions.

Children make a strong start in Reception: teaching begins straight away in the Autumn term. We follow the ELS progression and sequence. This allows our children to practise their existing phonic knowledge whilst building their understanding of the 'code' of our language. As a result, children can tackle any unfamiliar words that they might discover.

Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants with fluency and accuracy.

Children in Year 1 review Phase 3 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

We reinforce the link between reading and writing in every ELS lesson through the independent application of the children's understanding. We also ensure that all our teachers reference the learning from ELS lessons when writing as part of the wider curriculum.



Children in Year 1 engaged in a paired reading activity

### *Daily Keep-up lessons ensure every child learns to read*

Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning. We timetable daily phonics lessons for any child in Year 2 who is not fully fluent at reading or has not passed the Phonics screening check.

These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the ELS assessments and Phonics tracker to identify the gaps in pupils' phonic knowledge and teach to these using the Keep-up resources – at pace.

We use the same teaching structure of ELS as in EYFS and Year 1 to ensure consistency and fidelity. Phase 6 phonics takes place throughout Year 2, with the aim of children becoming fluent readers and accurate spellers.

Children should be able to read hundreds of words using the following strategies: Reading them automatically. Decoding them quickly and silently

By the end of Year 2 (End of KS1) we expect our children to be skilled at word reading to ensure:

- The speedy working out of the pronunciation of unfamiliar printed words (decoding); the ability to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation



Small group intervention follows the same structure as ELS phonics lessons

- The speedy recognition of familiar printed words
- Books at an age-appropriate interest level are read accurately and at a reasonable speaking pace
- Books at an age-appropriate interest level are read at a speed that is sufficient for them to focus on understanding what they read, rather than on decoding individual words
- Most words are read effortlessly and children are able to work out how to pronounce unfamiliar written words with increasing automaticity.

In order for us to achieve this we continue to teach daily phonics in Year 2. This is a consolidation of Phase 5 as well as the application of phonic knowledge to confidently read unknown words and alternative pronunciations.

Daily additional phonics support and intervention is given to children, at an appropriate level, who were not able to pass the Phonic Screening check.

The ELS year 2 spelling scheme is introduced which aids the important transition from phonics to spelling. This also follows the same teaching structure as previous ELS phonics lessons and is designed to ‘teach rather than test’. Children take part in three lessons each week to allow children to build upon their understanding of the sounds they have previously been taught as part of their phonics programme and gives them the confidence to use this code to support spelling.



The ELS spelling scheme follows the same format and routines as the phonics programme

In addition to this, the Talk4Writing approach allows children to engage with high quality texts across a range of genres and authors. Children are exposed to challenging vocabulary. The use of story maps allowing for inclusivity and challenge. Both spine readers, quality text extracts and model texts are used in class to further develop comprehension and understanding of texts.

All pupils have the opportunity to read to an adult each week with some children identified as daily readers. This takes place throughout KS1.

If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan ‘catch-up’ lessons to address specific reading/writing gaps. These are short sharp lessons to tackle the identified Gaps.

We also seek support from Speech and language specialists to screen pupils in year 3 to ensure there are no underlying barriers to learning.

### Home Reading

A decodable reading practice book is taken home to ensure success is shared with the family. Reading for pleasure books are also available and can go home for parents to share and read to children.

Support for home reading is shared at our Parent information sessions for early reading and phonics. Videos recorded by staff are also used and shared with parents to support with correct pronunciation of sounds and can be practiced at home.

Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

### Key Stage 2

At English Martyrs' we use a Talk4Writing approach to our English curriculum. We also follow a carefully chosen reading spine which provides structure and progression through KS2.

Talk4 Writing is an engaging teaching framework developed by Pie Corbett, supported by Julia Strong. It is powerful because it is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version.

The Talk4Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects.

A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

At the heart of Talk for Writing is the principle that schools should increase the amount children read and are read to.

Through the exploration of quality model texts and the progressive reading spine – teachers use effective questioning, discussion and comprehension questions to allow pupils to develop the skills to read effectively and with confidence.



In addition, a focus on vocabulary is threaded through all curriculum areas whereby conscious, planned vocabulary teaching is in place to enrich students' store of words. This supports pupils to fully access curriculum content across all subjects.

Planning is focusses on pupils reading targets, reading aloud to children, inferring meaning form text and developing vocabulary skills.

Teachers model reading skills, strategies and recognition of words appropriate to their year group. They also "think aloud", modelling their thought process and how they have come to an understanding of meaning. Discussions have a specific focus and questions are differentiated to include all abilities. The specially chosen texts include a range of genres, cultures and topics and challenge children to become reflective, confident readers.

All classes have access to a Reading area that invites them to come and select a book to read. A variety of fiction and non-fiction texts reflecting genres, cultures, gender and race. We also have a library so children can enjoy non-fiction texts alongside their reading book\* (Currently under development).

Respect for books is modelled by all staff. This area aims to promote reading in an engaging way.

Teachers will read to the class every day, modelling skilled reading behaviour, enjoyment and interest in a range of different styles of writing and types of text.

This text may be part of the reading spine or an additional book chosen on the basis of the pupil's interests in the class.



## Home Reading



We believe parents play a key role in helping their children improve at and enjoy reading and actively promote supporting their children by hearing them read at home as well as questioning them about their reading to check understanding.

Children are required to bring their reading comment booklet and reading book into school in their bookbag.

They are set reading as homework every evening and parents are asked to sign the comment booklet to confirm their child has read and understood.

Teachers and support staff will monitor reading comment booklets. Class teachers devise reading incentives to encourage, motivate and reward regular reading.

Parents meetings are held to explain our reading programme and the Year 1 Phonics screening as well as support in how to question pupils effectively when reading.

## **IT**

We have school subscriptions to Lexia and word shark - both computer-based approaches to improving reading. Lexia covers; phonological awareness, phonetic knowledge, fluency, vocabulary and comprehension while Word Shark offers a games-based platform with a focus on spelling patterns and rules. In school targeted children receive regular timetabled sessions with these programmes particularly to support students with special educational needs including dyslexia, as well as those who are new to English (EAL).

We also use Oxford Reading Buddy which is a digital reading platform that makes reading interactive, motivating and engaging for our pupils and encourages independent reading with a virtual 'reading coach'. Pupils can access over 500 e-books which align with their current level on the school reading scheme. We also deliver parent workshops to demonstrate to parents how this can be used at home.

## **Assessment of Reading**

Careful assessment is used to inform the planning and teaching of reading across school. This takes various forms:

- Phonic assessments are carried out based on the Essential Letters and sounds programme – teachers' assessment is on-going to see what has been achieved and where the gaps are and also summative at the end of each term to allocate a phonics phase and plan further learning. Phonics tracker is used to highlight gaps and plan for appropriate catch up intervention
- Teachers can give feedback or mark during reading lessons offering both support and challenge
- Children may self or peer assess with reference to their learning objectives and success criteria
- Termly attainment and progress are assessed using PiRA assessments (Year 6 use previous national SATS tests). MARK is used to analyse assessment data and gives question analysis.
- This indicates children's progress and achievement with a standardised score. We are also able to generate tailored short interventions using SHINE to address any gaps highlighted from the assessment.

- The Salford reading Test is used to assess reading age and monitor progress of pupils where pupils may not be working at age related expectations or have SEND. This allows teachers to review progress in an alternative way.
- Reading comprehensions e.g. Testbase/FREDS/Literacy shed are used to assess pupil response to text in line with the expectations for the end of KS2 as part of ongoing teacher assessment.
- Year 2 and Year 6 complete the National end of Key Stage SAT tests. Children in Year 1 undertake the National Phonic Screening Test. If they do not pass they have another opportunity in Year 2. Results are reported to parents.

## **Inclusion**

At English Martyrs', we teach Phonics and reading to all children, whatever their ability or individual needs, through small group work with a teacher or TA.

Extra phonics/reading sessions are delivered as interventions in KS1 and if appropriate to Year 3 and other children in KS2.

We strive hard to meet the needs of those pupils with Special Educational Needs, those with disabilities, those with special gifts or talents and those learning English as an additional language.

Our EAL children benefit from story sessions, small group guided reading and work on vocabulary development to support their language development and early reading. We are currently looking to improve our support offer to EAL children through the bell-foundation and have a member of staff as champion for EAL support.

When a pupil's progress falls significantly outside the expected range, teachers will consider a range of factors in order to support children to move forward – classroom organisation, teaching materials, teaching styles and activities as well as careful differentiation.

## **Role of the Class Teacher expectations (Linked to intent):**

Routines and practise include:

- Daily story time in EYFS and KS1
- Daily shared class texts – (Spine Reader/T4W in KS2)
- Daily independent reading time
- Opportunity for 'book talk' once per week
- Daily teaching of Phonics in KS1 and Interventions in KS2 Daily teaching of vocabulary
- Daily fluency practise
- Emphasis on reading for pleasure daily
- Comprehension either oral or written daily
- Promoting a love of reading
- Monitoring Progress in Phonics
- Monitoring reading and spelling of common exception words
- Monitoring the effectiveness and progress made in reading both individual, guided or class
- Reviewing assessment data to track progress and plan next steps –
- Identifying pupils who require intervention or challenge - RISE/SHINE/Target groups
- Work with and support TAs in teaching reading and phonics
- Ensuring reading materials used are of a good quality
- Keeping up to date with the curriculum for reading

## Monitoring, Evaluation and Improvement

The monitoring of reading and phonics is the responsibility of the Head Teacher, Senior Leadership, SENDCO, Subject Leader and Link Governor.

They play an important role in supporting and guiding teachers, leading or directing staff to CPD training and evaluating the effectiveness of standards in order to inform future priorities, as well as monitoring teaching, planning, interventions and learning, analysing data and auditing equipment and resources.

