

Reading at St Marys

At St Marys, we aim to instil in children a love for reading, through exposure to a range of rich, high quality texts. We aim to provide opportunities for children to be exposed to a wide-ranging vocabulary, which in turn will enable them to communicate effectively and confidently with others. Reading is at the heart of our English teaching, with our English lessons centred around a key text, that children explore in depth.

As a school, we are using CLPE's Power of Reading in our English lessons, to ensure our children experience high-quality texts. Additionally, the children will have opportunities to explore a variety of different text types, through both English and Guided Reading sessions. Within our English and Guided Reading lessons, key reading skills will also be explicitly taught.

Reading Books: EYFS & KS1:

All children will have a reading book that is matched to their phonic ability. Here at St Mary's we follow the Phonics Bug Phonics scheme and our book levels match the sounds that the children have been learning. We start with wordless books to help children to develop skills such as; listening, vocabulary, comprehension and an increased awareness of how stories are structured. The children then move on to learning Phase 2 sounds and start reading books with Set 1 & 2 sounds in. Children also learn tricky words as they move through the phonic phases and these will appear in their books. Children are regularly listened to reading and are assessed on their phonics sounds, they are then moved through the phases and sets.

	Autumn	Spring	Summer
Reception	Half termly assessment & continuation of Phase 1 phonics. Phase 2 Set 1 & 2 s a t p i n m d Set 3 g o c k Set 4 c k e u r Set 5 h b f f l l s s	Half termly assessment & continuation of Phase 1 phonics. Recap of Phase 2 sounds. Phase 3 Set 6 j v w x Set 7 y z z z qu Set 8 ch sh th ng Set 9 ai ee igh oa long & short oo Set 10 ar or ur ow oi Set 11 ear air ure er	Half termly assessment & continuation of Phase 1 phonics. Recap of Phase 3 sounds. Phase 4 Consolidation phase. Set 12 Children begin to read longer and more complex words. E.g. melting, sandwich, chimpanzee
Year 1	Half termly assessment & continuation of Phase 1 phonics. Recap of phase 4 Phase 5 is taught in 3 parts. Children learn new graphemes E.g. they already know ai in rain but now they learn a-e in snake and ay in say. Children go on to learn some alternative pronunciations for graphemes they already know. E.g. The i sound in bin and the i sound in mind. Lastly children will be taught alternative spellings. E.g or as in fork, saw, August. Set 13 zh wh ph		

	<p>Set 14 ay a-e igh ey ei (long a) Set 15 ea e-e ie ey y (long e) Set 16 ie i-e y l Set 17 ow o-e o oe (long o) Set 18 ew ue u-e (long u) u oul (short oo) Set 19 aw au al Set 20 ir er ear Set 21 ou oy Set 22 eer ere are ear Set 23 c k ck ch Set 24 ce ci cy sc stl se Set 25 ge gi gy dge Set 26 le mb kn gn wr Set 27 tch t(ion) ss(ion) c(ial) ea wa o</p>
Year 2	<p>Phase 6 Children in year 2 consolidate all of the above and are taught the Phase 6 of Phonics Bug which is around spelling rules especially suffixes and prefixes.</p>

Once children have worked through the phonic phases they then move on to the 'early reader' section. This is split into Brown, Pink and Yellow books. This is to enable children to have a gradual introduction to larger novels, as they move up the school.

Each child in Reception and KS1 has access to Bug Club online. Which allows teacher to allocate the children reading books and phonics games in line with their personal learning. Children are also given a physical book each week to take home as well and children should be reading at home to an adult at least 4 times a week. This should be recorded in their home school diary, which will be checked daily. In order to build fluency in reading and phonics, it is crucial that children read and reread decodable books.

Class teachers will have 'regular readers'. These are children that have been identified as needing extra support and practise with their reading. They are heard at school regularly throughout the week by an adult.

KS2:

All children will have a high-quality reading book that is suitable for their reading ability. They will have access to a wide variety of books in the library or they are able to choose a book from home.

They should be reading this book at home to an adult, at least 4 times a week and record this in their home school diary.

Guided Reading:

All children at St Mary's take part in guided reading sessions, whether these are whole class or as part of a small group. These guided reading sessions are focused on the key reading skills: **Retrieval, Prediction, Sequencing, Vocabulary and Inference for KS1**

and **Retrieval, Prediction, Summarising, Inference, Making Comparisons, Decoding** (giving meaning to words in context), **Meaning** (identify the meaning of a text as a whole) and **Language** (see how meaning is changed by word choice).

EYFS:

Regular reading sessions happen weekly in Reception. From the Summer term, children begin more focused guided reading sessions. They will look at a text, which is matched to their phonic ability, with the class teacher. Questions are asked about the text, which aids their comprehension of the text. This is often done in small groups. They will begin to become aware of the KS1 Key Reading Skills Dogs (Pawsome Reading Gang).

Year 1:

Children take part in at least 3 whole class guided reading sessions weekly. There will be a focused 'Reading Skill' of the session or week. Children will then look at a text type and discuss, ask and answer questions based on the text, linked to the relevant KS1 reading skills. Year 1 pupils may also take part in small group guided reading, using texts based on their phonic ability.

Year 2:

Children take part in at least 3 whole class guided reading sessions, focused on the KS1 reading skills. The children will be explicitly taught the KS1 reading skills. Each session will have a focused 'Reading Skill'. The children will look at a text type, discuss, ask and answer questions about it, linked with the focused skill. Children may also be in smaller, focused groups with the class teacher. This will be dependent on the children's needs, and will allow the teacher to focus in on any areas that need to be embedded in pupils.

Support: Children who have not passed the Year 1 phonics check, will have extra phonics sessions, before they begin focused guided reading.

UKS2:

Children take part in whole class guided reading sessions at least 3 times a week (30-45 mins). These will all be focused on a specific reading skill. During these sessions, children will be exposed to a variety of different text and question types, linked to the relevant skill.

Teaching Strategies:

EYFS & KS1 – Use of 'Pawsome Reading Gang' – Reading Skill Dogs. Varied texts, TA support, Phonics Bug resources.

KS2 – PiXL 3 in 3, PiXL reading resources, TA support.

Assessment:

EYFS, KS1 and Year 3 – Termly phonics assessment if appropriate.

KS2 – Termly PiXL reading assessments.

All years – Teacher assessment based on fluency and understanding of the text.

Support for Teachers/TA's:

Internal reading CPD for TA's and parent helpers.

Internal CPD for teachers.