

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 and extracts. We aim to provide opportunities for children to be exposed to 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 reading lessons focused around a key text, which is supplemented with linked model extracts.

As a school, we are using the CUSP reading and writing curriculum, to ensure that the texts children are exposed to are high quality and mapped out effectively. Children will have the opportunity to read from a variety of poets and authors of different backgrounds, as well as being familiarised with classic texts, current themes and books from different cultures.

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.		

	<p>Set 13 zh wh ph 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.

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 daily and they should record this in their home school diary, at least four times a week.

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 session. 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).

KS1:

Children will take part in 5 guided reading lessons across 2 weeks. Each session will have a focused reading skill that the children are learning and practising to use. They will be applying these skills to either their key text or a model extract.

Support: Children who have not passed the Year 1 phonics check, will have extra phonics sessions, in addition to supported guided reading sessions.

KS2:

Children will take part in daily guided reading sessions, that are focused on a particular reading skill. They will be applying this skill to either a key text, or a model extract that they are focusing on. In UKS2, children will take part in one weekly session which is focused purely on comprehension skills. This further exposes the children to test-style questions and allows them to apply their learning in a more formal way.

Teaching Strategies:

EYFS & KS1 – Use of ‘Pawsome Reading Gang’ – Reading Skill Dogs (only used where needed) Varied key texts and supplementary extracts, TA support, Phonics Bug resources, CUSP.

KS2 – CUSP, TA support, varied key texts and supplementary extracts.

Children who are identified as needing extra support, will have time for interventions with an adult focused on reading.

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.

