

Prioritising reading:

- Reading is a high priority at St Catherine's C of E Primary.
- Staff and governors recognise that reading is a key skill that gives our pupils access to the wider curriculum and to life-long learning.
- Pupils develop and apply their reading skills across a broad range of subject areas.
- A significant proportion of the curriculum budget is spent on high quality texts.
- A rigorous systematic, synthetic phonics programme (RWI) is delivered daily across the EYFS, KS1 and KS2 (For catch-up) selecting the most efficient approaches.
- Pupils have daily timetabled whole class guided reading sessions.

Love of reading

- Staff read to their pupils daily, exposing them to a rich literary diet, covering an extensive range of authors, genres and periods.
- Class reading areas are stocked with high quality books for the pupils to access and enjoy.
- Every opportunity is taken to encourage pupils to reflect on and talk about their favourite authors and the books they have written. They are encouraged to recommend books to their peers.
- Early reading is encouraged by providing pupils with non-worded reading books in the first instance in addition to high quality texts for shared reading.
- Children have the daily opportunity to spend time quietly reading independently or 1:1 with a member of staff.
- We use the Babcock 'Reading Aloud' scheme to provide each KS1 and KS2 class with a set of books which provide children with a wide range of stories, poems, rhymes and non-fiction, creating a strong reading culture through the school.
- Children have access to topic box books each term to allow them to explore science, history and geography topics in more depth.
- The school library is regularly restocked. Children are consulted on the selection of books, both fiction and non-fiction. Pupils have free access to the school library.
- There is a good range of non-fiction books available to support the units of study pupils cover across the wider curriculum.
- Individual children are presented with reading awards to celebrate their achievements.
- Staff receive training and support to ensure they are highly skilled in delivering engaging story times.
- World Book Day is a key event in the school calendar and used as an opportunity for pupils, staff and parents to celebrate literature and share their favourite books.
- The school actively supports parents and carers with promoting reading at home by providing regular parent / teacher meetings, reading information workshops and information on the website and ClassDojo.

Programme and Process

- Pupils follow a rigorous and sequential phonics programme (RWI) that introduces them to new letters and sounds step by step. This ensures that they accumulate sufficient knowledge and skills to be able to read with fluency, accuracy and understanding by the end of KS1.
- Engaging phonic books are closely matched to pupils' increasing knowledge of phonics and 'tricky' words. As children re-read the stories, their fluency increases.
- The school's approach to early reading and phonics is designed to ensure that children experience a good degree of success in their reading from the very start.
- Pupils' progress is regularly monitored through teacher assessments, termly data reviews and using formal testing as well as daily formative assessments.

The 7 key areas of reading at St Catherine's C of E Primary

- The seven areas of inference are taught through the key skills of clarifying, questioning, empathising, summarising, justifying, visualising and predicting.
- Phonics is the foremost strategy for decoding in early reading.
- The school's approaches to early reading and phonics show fidelity to the programme followed.
- As pupils become more confident, fluent readers, they "graduate" from the RWI phonic programme onto KS1 free reader and then onto the Accelerated Reader programme in Year 3.

Books match sounds

- Accurate assessment ensures that pupils are given books that match the sounds that they have been taught and are currently learning. As a result, they have the necessary phonic knowledge to decode unfamiliar words.
- Staff in the EYFS and KS1 are responsible for changing and / or checking pupil's reading books. Pupils in the EYFS and KS1 have their books changed when they have demonstrated reading for fluency. (Books should be read at least three times.)
- A significant investment in phonetically decodable books ensures breadth, avoiding the need for pupils to progress to harder books when they are not fully ready.
- Once pupils are assessed as "graduating" off the phonics programme, teachers and support staff regularly update their reading books to ensure they are still able to fluently read their home reader for practice of reading skills taught within daily lessons.
- Guided reading books are selected carefully to challenge the reading of different groups of pupils in school, guided by the Literacy Shed VIPERS scheme.

Phonics from the start

- Children attending pre-school, develop phonological awareness and speaking and listening skills before beginning to learn Set 1 single sounds via the RWI programme.
- Children new to the setting, start learning their letters and sounds from their first day in Reception. Sounds are taught in a specific order. Regular assessment informs future planning and interventions. Constant repetition ensures that children embed the letters and sounds they have been taught in their long-term memories.
- Children quickly begin to apply their knowledge of letters and sounds to segment and blend words. They are introduced to a growing number of common exception words.

Statutory Framework for the Early Years Foundation Stage – Early Learning Goals (ELGs)	Read Write Inc. Phonics
Communication and Language	
The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.	<p>In <i>Read Write Inc. Phonics</i> schools and nurseries, speaking and listening skill are developed throughout the day.</p> <p>Throughout the programme, children are asked to 'Turn to your partner' to discuss questions. They are encouraged to participate, listen attentively to their partner and respond appropriately.</p> <p>Children are encouraged to express themselves using a variety of feedback methods, either as a group, a partnership or individually.</p> <p>For schools with Ruth Miskin Training's Online Training Subscription, <i>Talk Through Stories</i> offers further support with developing children's communication and language skills.</p>

Statutory Framework for the Early Years Foundation Stage – Early Learning Goals (ELGs)	Read Write Inc. Phonics
Literacy	
<p>Comprehension</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<p>Talking about the books is an integral part of the programme.</p> <p>At the end of the 'Story Introduction', children are often asked to discuss with their partner what they think might happen next before reading the story for the first time.</p> <p>In the 'Read Aloud – Teacher' activity, teachers read the whole Storybook to children with expression, then ask them a comprehension question at the end.</p> <p>In 'Questions to talk about' at the back of each Storybook, children answer a range of 'how' and 'why' questions to check their understanding of the text.</p> <p>In Storytime and Poetry Time (on the <i>Read Write Inc. Phonics</i> Online Subscription on Oxford Owl), children listen to teachers perform stories and poems. During the second reading, teachers pause and ask children to discuss a number of questions with their partner. This ensures that children engage with the content of the stories and poems in terms of vocabulary, characters, settings and events.</p> <p>Additional comprehension support is available in the <i>Talk Through Stories</i> part of Ruth Miskin Training's Online Training Subscription.</p>
<p>Word Reading</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>Phonic knowledge is taught in the Speed Sounds Lessons and applied in the Storybook lessons.</p> <p>The Speed Sounds Lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way.</p> <ul style="list-style-type: none"> • Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h / r j v y w / z x sh th ch qu ng nk • Children learn the digraphs / ll ss ff ck / in Word Time 1.7 whilst reading Ditties. • When reading Green Level books (that contain Set 1 sounds), children start to learn the Set 2 sounds in the Speed Sounds Lessons. • Set 2 teaches 12 vowel digraphs/trigraphs: ay ee lgh ow oo oo ar or air ir ou oy

Making accelerated Progress

- Daily, ongoing teacher assessments quickly identify pupils who start to fall behind the pace of the school's phonics programme. There is a strong focus on early identification, intervention and support to enable pupils to keep up with the pace of the programme.
- Each class F – Y6 have a reading folder to be used when children are read with at school, children are assessed every 6 weeks (more regularly if necessary). Children are put into red, orange and green categories based on their current progress. All children in the red category are read with daily and have specific targets to accelerate progress. SENDCO supports teachers to identify learning barriers which may be causing the limited progress for a child. Where progress becomes a concern, parents are invited to a meeting with the teacher and advice is given as to how they can further support their child at home.
- Teachers and support staff are highly skilled in delivering effective support for the weakest readers using a range of proven strategies such as small group and one to one support.
- Pupils who need further opportunity to practise reading because they do not read at home, are given priority to read to an adult in school.
- Pupils who did not achieve their phonics check receive interventions (daily reader/extra phonics support) and/or work in a group which is teacher driven.
- Leaders ensure that the progress of the weakest readers is carefully monitored.
- Staff attend regular meetings with leaders to discuss and review the progress made by the weakest readers. Plans are adapted accordingly.

Early reading experts

- All teaching and support staff are trained in the school's approaches to early reading and phonics.
- Staff receive regular training updates and guidance on their delivery in the classroom to ensure that standards remain high.
- The school regularly uses external specialist support to further develop and refine the provision for early reading and phonics.
- Leaders routinely monitor guided reading and phonics sessions and talk to pupils to ensure agreed approaches and consistency are applied across the school.