**Reading at St. John Fisher Catholic Primary School**

**Intent:**

The national curriculum for English aims/intends to ensure that all pupils:

• read easily, fluently and with good understanding

• develop the habit of reading widely and often, for both pleasure and information

• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

• appreciate our rich and varied literary heritage

• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

• are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

At St John Fisher, and in order to achieve the outcomes for national curriculum reading, we intent to:

• Ensure our children have access to a high quality English curriculum that is both challenging and enjoyable.

• Provide our children with a variety of high quality reading materials & opportunities, which will enable them to develop as lifelong readers with a love of reading.

• Enhanced all children’s vocabulary and use of standard English both written and orally

• Ensure all children are confident and independent readers.

• Inquisitive readers who ask questions about the text – active learners. For example: Child response: “I think…, because…, In my option…, The writer…so that…, …led me to think that…”

• Equip all children with the reading skills needed to successfully research areas of personal interest. • Support children & parents in taking reading into the home.

**Implementation:**

At St John Fisher implementation is developed through secure understanding of the curriculum and subject area.

**Planning for reading**

1. Long term: National Curriculum and Development Matters

2. Medium term: Year group ‘Age Related Expectation’ (STAC-MAT) sheets Half termly coverage to include poetry, fiction & non-fiction text

**Teaching of reading**

‘Quality first teaching’ linked to teaching standards:

All teachers:

1. Know where their children are, through the use of concise summative assessment, including past SATs, prior learning assessments including phonic screening scores & Single Word Reading Test score (SWRT)

2. Understand where their children need to be, through a secure understanding of year group expectations and/or pre key stage expectations also incisive, ongoing, formative assessment e.g. differentiated questioning and the expectation of differentiated responses to questions asked.

3. Know how they are going to get them there, through: - The use of a wide range of strategies to promote independence, mastery and a love of reading, including Reading Detectives and Reciprocal reading, clarification, question, summary & prediction (whole class and guided reading using carefully chosen).

4. KS1 & KS2, teacher led, guided reading sessions, using Love Reading for Kids, First News extracts, technology such as Reading Eggs and past SAT papers etc. - EYFS & KS1 daily phonic sessions based on Letters & Sounds and including mnemonics from Read, Write Inc, also Fred Talk and sound buttons.

5. - KS1 children reading at phonic level read e.g. Songbirds. KS1 children then move through the colour banned books to support their acquisition of sounds and secure their blending skills.

6. - KS2 children secure in their age related expectations for reading follow the banded system, which includes a variety of fiction, non-fiction and poetry. - Theme based reading – includes a range of fiction, non-fiction & poetry linked to class/phase theme. - Library sessions – each child has a designated time in the week to visit the school library – free choice readers. 10 books to read by the end of each year group which introduces children to new authors – children rewarded for reading for pleasure (St John Fisher reading trophies). Class reading area where children can have free choice of reading books – encourages reading for pleasure and children know what a good reader looks like at their age.

**To enhance learning teachers will:**

1. Effectively deploy adults, specifically during guided reading & phonics sessions.

2. Plan for progression during and between sessions.

3. Use high quality questioning and teacher prompt.

4. Demand high level responses.

5. Model Standard English.

6. Use a range of subject specific vocabulary in context to extend children’s vocabulary.

7. Model high expectation in order to scaffold learning and prompt independent learning.

**Learning ‘Quality first learning’**

We work as a team to ensure all of our children:

1. Are school ready

2. Feel safe & secure

3. Are supported by effective classroom routines

4. Are emerged in an engaging environment

5. Have a clear understanding of the high expectations set for them

6. Have high expectations of themselves

7. Are confident in their reading ability

8. Feel ready and excited to be challenged

9. Are independent learners

10. Are effective critical friends

11. Lifelong readers

**Assessment of reading-**

1. Summative/reported - Curriculum Maestro assessments Y1, 3, 4, 5) past SATS papers (Y2&6) Standardisation (YR – Y6)
2. Year 1 & 2 Phonic Screening
3. Single Word Reading Test (SWRT)

\* Pre year group/Key stage assessments made of SEND children where applicable

2. Summative / diagnostic – progress tests formulated using comprehension assessments using Curriculum Maestro comprehension materials & termly phonic screening.

3. Formative / ongoing – (STAC-MAT statements)

4. Reading books: - Reception: Home reader, sharing books, moving to Phonic books (as appropriate) - KS1: – Phonic reader (as appropriate) & free choice/colour banded (as appropriate), library - Lower Key Stage 2: colour banded book, - Upper Key Stage 2: colour banded book, (from the library) and a non-fiction book

**Moderation:**

1. In-house 2. Inter-school (academy) 3. Local Authority (when selected for moderation)

**Impact:**

1. Attainment records (Target tracker)

2. Progress records (Target tracker and Teacher made assessment records)

3. Standardised testing

4. Linked to Performance Management targets

5. Reading records.

Children will leave St John Fisher with a good standard of reading and a sound knowledge and exposure of a range of authors, poets, illustrators and texts.