

Reading

'...the books transported Matilda into new worlds and introduced her to amazing people who lived exciting lives. She went on olden day sailing ships with Joseph Conrad. She went to Africa with Ernest Hemingway and to India with Rudyard Kipling. She travelled all over the world while sitting in her little room in an English village'

taken from *Matilda* by Roald Dahl

Intent

At St Katharine's we believe reading is the cornerstone of learning; both in English lessons and across the whole curriculum. Fluent reading will support and underpin children's learning throughout their time at school and on into adulthood. We hope for our children to develop a genuine love of reading and to have read and been read to from a wide choice of literature during their time at school.

It is well documented that a reading age of 11+ ensures access to wider curriculum on arrival in KS3. As such we apply a *no stone unturned approach* to enable all children to leave St Katharines with the reading skills needed for future learning.

Implementation

Reading at Key Stage 1:

We follow the Little Wandle Phonics Programme for the teaching of early reading and spelling. Please see our phonics subject profile to find out more about the implementation of this programme. In Year 2 children take part in guided reading lessons using the key features of the lessons that are taught in Key Stage 2.

Reading at Key Stage 2:

Guided Reading

In Key Stage 2 children have 4 whole class guided reading sessions a week.

Upper KS2

Texts are selected by the class teacher to support whole class guided reading. These will be either extracts taken from the class novel, a poem or a piece of non-fiction text in support of other learning that is happening in another curriculum area. An extract is read together and the teacher guides the class through a series of questions related to that extract and linked to the wider text. Children are supported to read aloud and the extract is shared both on the IWB and on iPads or paper copies of the text are provided.

This session is planned by teachers using the screens made for children as the planning tool to avoid unnecessary workload and doubling up of tasks. Guided reading lessons focus on deepening and broadening vocabulary, inference and meaning alongside building fluency and prosody. Children answer questions orally after shared discussion with talk partners and also develop more complex written responses to text based questions.

Lower KS2

We recognise that not all children make the transition into KS2 with the reading skills required to ensure that whole class guided reading is at its most effective. Some children may take part in additional small group guided reading sessions in addition to whole class reading or may be supported in the whole class guided reading session by an additional adult. The whole class guided reading model follows that as outlined in Upper KS2 above.

Children select texts at the appropriate level (reading age, teacher assessment) for their home/school reader. Teachers and Teaching Assistants have a knowledge of library books and are able to recommend and advise children on books that they could read; *'so that they might stretch the territory of what a child might otherwise stick to'* (*Jonnywalkerteaching.wordpress*).

Children have access to a wide range of books. Our reading spine supports text selection and teachers' subject knowledge. We do however want our children to read widely and for pleasure, as such children will often select texts from across our recommended spines at different points in their time in KS2 and will read books from home in order to pursue their own interests. Teachers check in with children at regular intervals supporting their choices and ensuring that texts will sustain interest and the appropriate level of challenge. Children are taught self-checking

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strategies such as the '5 finger check' to help them to know if a book is working for them. Discussion around books and book choice is encouraged. Shelving in classrooms gives suggestions as to what to read next, highlighting books that are recommended by others as well as drawing attention to authors and genres.

Whole School Reading:

Reading forms part of wider curriculum. Most blocked curriculum lessons will involve an element of whole class reading that supports the acquisition of knowledge, vocabulary, and a deeper understanding of the area of learning.

Reading at home

Children in Key Stage 1 use a yellow reading record. Parents are encouraged to write comments and confirm that reading (as home learning) has been done. We ask our early readers to read for a minimum of 10 minutes a day x 4 weekly and expect children in Key Stage 2 to read for at least ½ hour x 4 weekly. **Please also see the our Phonics Subject Profile to see how reading at home is managed in Key Stage 1.*

This expectation is supported by the finding of the OECD report 'reading for change' which found a high correlation between reading enjoyment and educational success. The difference in reading ability between a child who reads for 30 minutes a day and one who never reads is over a year.

In Key Stage 2 children complete their reading bookmark (including a parent signature) to confirm that they are reading at home. Children collect a stamp on their reading passport each term and are awarded a reading star at the end of the year if they have collected all 6 stamps. Children record the names of texts on the reverse side of the bookmark, this helps teachers to monitor and support book choices.

Impact:

The children at St Katharine's achieve well. Reading ages are in line with or exceeding chronological age for many children and our published data: Phonics, Year 2 teacher assessment and Year 6 SATs data is strong year on year. Please see our published results under the ['Our School'](#) tab of this website.

When Support is Needed

EYFS/ Key Stage 1:

Teachers assess phonics regularly, maintaining records of sounds and tricky words known and mastered. All teachers keep a reading folder. Regular assessment of progress is a key part of the Little Wandle phonics programme that we follow. **Please also see our Phonics Subject Profile to see phonics assessment and intervention is managed in Key Stage 1.*

Additional Reading fluency is introduced in Spring Term of Year 2 to support those children who are not meeting ARE prior to transition to Year 3.

Key Stage 2:

Children not meeting *ARE are identified early in the year (September reading /spelling age assessment). Intervention for these children is recorded on the **CAP and might include, precision and paired reading and regular reading. Children not yet fluent will access Little Wandle rapid catch-up intervention.

Teachers keep a reading folder in classrooms including detailed assessments and records for those children identified as needing support to reach ARE.

Reading records for these children identify areas for development and this information is shared with all adults supporting the reading for these children.

**ARE = age related expectations*

***CAP – class action plan*