
READING Summary

Intent

At St Augustine's, reading is a top priority and is a key driver for our curriculum. It is our intention to ensure that by the end of their primary education, all pupils are able to read fluently and with confidence, in any subject in their forthcoming secondary education. We therefore intend to encourage all pupils to read widely across both fiction and non-fiction to develop: knowledge of themselves and the world in which they live; to establish an appreciation and love of reading; to gain knowledge across the curriculum; and develop their comprehension skills. We are committed to providing vocabulary rich reading material and the "Best of what has been".

Implementation

- The systematic teaching of phonics through the 'Story Time Phonics' Scheme has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily to all children in Foundation Stage, Year 1 and those in Year 2 who have not passed phonics screening in Year 1. Phonics is delivered by the class teacher and supported by Teaching Assistants each day and any gaps from prior learning is taught as a discreet intervention based on areas of need. This is to ensure all children are given the opportunity to 'keep up' not 'catch up'.
- Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them.
- The school ensures all texts are accurately matched to pupil ability, to ensure progression and challenge for all children.
- Children from Yr1-Yr6 complete PIRA assessments termly to use as part of a triangulation of evidence to ensure teacher judgements.
- All staff use the reports generated by the PIRA assessments to identify areas of need and then teachers will plan to address the areas of need for individual or groups of children.
- Books are carefully selected by teachers with the knowledge of how they link to other areas of the curriculum.
- Teachers from Reception to Year 6 use a consistent approach to planning Guided Reading, sessions are carefully planned for each group and NC objectives highlighted to ensure coverage and progression in learning. Both teachers and TAs will use the planning to comment on the children's progress throughout the session and across the half term. Teachers use these comments to update progress cards for their children and use this to their planning.
- All children from year 1 take part in Guided Reading sessions daily. All teachers use these sessions to introduce pupils to a range of genres and to teach a range of techniques, which enable children to comprehend the meaning of what they read.
- In Reception, the class teacher will read with each child and assess the phonics learnt from the previous week and support quickly identified to ensure gaps are not created. Throughout the week, vulnerable groups of children have the chance to read 1:1 with the teacher or Teaching Assistant.
- All classrooms have their own class reading areas with topic themed books, and it is intended that these areas are further enhanced this year.

- Any children not making the expected progress have 1:1 or small group intervention.
- Reading for pleasure at St Augustine's Catholic Primary School aims to establish each child as a lifelong reader which is based on a love of reading.
- Children have the opportunity to take home a class library book which the children choose to promote 'reading for pleasure'. To encourage reading at home, we have introduced a new reading challenge that rewards children who regularly read at home, in Celebration Assembly and a Reading Badge and Certificate awarded.
- The School plan visits to our local library for children This encourages the children to sign up and become a library member at an early age and foster a love of reading for life.
- Each year we celebrate World Book Day where we celebrate the children favourite books and authors. This gives the children the opportunity to talk about and share their personal preferences and ideas.

Professional support, coaching, training and guidance is made available for staff to support their understanding and develop their skills in promoting reading for pleasure.

Impact

The impact of our curriculum is that we have children who are equipped to participate fully in the next stage of their learning in Reading.

- Children are provided with fluency of skills and knowledge, equipping them with the ability to apply their learning in area to other areas of the curriculum, for example, in Year 3 children have been learning about the story of the 'Iron Man', children have created art work linked to this story to really delve into the feelings of the characters. In Year 1, children have been reading the story 'The Hungry Caterpillar' and created healthy plates of food linked to their Science topic.
- To help achieve high expectations, reading is monitored by the English Co-ordinator who carries out lesson drop-ins, book looks and speaks to the children using a pupil voice document. In working with teachers, the curriculum is evaluated ensuring that the children gain the best reading provision that we can give them, particularly in Early Years and KS1.

The Reading curriculum is also evaluated through:

1. Analysis of Phonics and PIRA scores assessment information
 2. Analysis of phonics assessments.
 3. Ongoing Progress Cards and SIMS assessments
 4. Termly PPR meetings
- The children get the opportunity to be rewarded for their achievements in reading through Celebration Assembly.