**Reading at St Mary’s – Intent Statement**

At St Mary’s we love to read and we value reading as a core life skill. We believe that for pupils to succeed in education, reading must be of the highest priority. Children learn to read **by** reading and from the very start of their journey with us, we inspire a love of books through promoting reading both for pleasure and the pursuit of knowledge. It is our intention to engage pupils through quality texts, which instil a love of reading, a passion for discovery and the confidence to explore their own imagination.

**Our Reading Aims - We will:**

-Provide a systematic and standardised approach to reading and phonics teaching to ensure that all children pass their KS1 phonics screening by the end of Year 2

-Ensure children have access to a range high quality texts from a wide variety of genres, including stories, poems and non-fiction

- Read individually or in a group with your child **at least** once a week to develop their confidence of reading aloud, reading fluency and stamina.

- Promote reading across the school to nurture a genuine passion for reading and to help feed pupil’s imagination and enable them to learn more by gaining knowledge through reading for themselves

**-** We are determined that, regardless of their starting points the children at St Mary’s will all learn to become resilient, confident readers.

**Implementation-EYFS/KS1**

**Phonics**

The direct teaching of reading begins with Oracy and Phonics. At St Mary’s we follow the Little Wandle for Letters and Sounds Revised programme. This sets out a detailed and systematic programme for teaching phonics and reading for children starting at Nursery, with the aim of them becoming fluent readers by the age of seven. All children at St Mary’s are taught specific phonics lessons every day in EYFS and KS1. The sounds used in the scheme are reinforced in spelling, English and Spelling lessons and where appropriate, continued in KS2, through targeted intervention sessions. In EYFS and KS1 our reading books are banded in accordance with Little Wandle for Letters and Sounds phonics program.

Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home.

There are two types of reading book that your child may bring home:

A Reading Practice book. (EYFS-KS1) This will be at the correct phonic stage for your child. They should be able to read this with 90% fluency and accuracy. During the week, it is important that children read and re-read their phonics book to allow practice of decoding and blending and to develop fluency. The children have three dedicated reading sessions each week. Focusing on vocabulary, prosody (reading with expression) and comprehension.

A Reading for Pleasure book.  This book is for you share with your child to both read and enjoy together.

**KS2**

In KS2, we teach reading through **daily** Whole Class Reading sessions.

In order to further develop our culture of Reading for Pleasure, From Year 2 upwards St Mary’s use the Accelerated Reader system. Children choose their own books to read, which fosters enthusiasm and interest. We regularly update, refresh and purchase new texts in line with the children’s feedback. This system helps staff, parents and the children themselves monitor progress and achievement in reading.

At St Mary’s we use the \*‘VIPERS’ reading prompts system in KS2. \*The Vipers reading prompts are based on guidance set out in the reading content domains found in the National Curriculum. These are: **V**ocabulary, **I**nference, **P**rediction, **E**xplanation, **R**etrieval, **S**ummarising and **S**equencing. All essential reading skills.

**Wider Reading**

Across the school, children may be supported with specialist help where needed. This might be in the form of small group tutoring sessions, 1-1 support or targeted interventions. We have an onsite Reading Recovery teacher who works 1-1 with children who need an extra reading input.

We have a range of stimulating and exciting books for individual and class reading. Teachers promote Reading for Pleasure in their classrooms with dedicated reading zones, encouraging children to engage with the books as part of daily practice.

**Passion for reading**

As well as ensuring all our children are provided with the best possible approach to word reading and comprehension, we are also passionate about nurturing an appreciation and love of reading books. Our amazing Library is an inviting space, full of excellent quality fiction and non-fiction texts-supporting curiosity and cross-curricular reading.

All children will be encouraged to take home a reading book they have chosen simply because they wanted to read it. This book can be taken from their class library and can be enjoyed with an adult at home or at school to develop the child’s passion for reading. This ‘Reading for Pleasure’ book can be from any genre or level and your child will be encouraged to choose an age appropriate text.

All children, across the school will share a class story or novel together each day.
**Measuring the Impact of Reading**

This table outlines our approach at St Mary’s for assessing reading:

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| Dedicated 1-1 weekly meetings to change books (questioning and book talk) | -On-going Phonics sounds, blending to read words and tricky word assessment at each level and matching of book level to align -Phonics Test at the end of Year 1 |
| VIPERS questioning for comprehension and vocabulary development | -(NFER tests at the end of Y1/3/4/5)-SAT testing end of KS1 and KS2 in reading comprehension  |
| Quality questioning from adult readers to develop a profound understanding of text | -Termly assessment of fluency / comprehension to ensure appropriate matching of phonetically decodable book (EYFS/KS1)-Ongoing Assessment through Accelerated Reader to ensure books are at a suitably challenging level-KS2 |