



## Reading Rationale

### ***Intent:***

Here, at St Catharine's CE Primary School, we believe that reading is an integral part of our school curriculum and a fundamental life skill that impacts on the acquisition of all knowledge. Reading holds a high status at St Catharine's as we recognise that reading is the core skill to everything that children do, thus meaning that everything else depends on it. Our aim is to ensure that children learn to read rapidly, regardless of their background, and enjoy reading merely for pleasure. We want every child to be passionate about reading, be hungry to read wide and often, and have the desire to want to learn to read for themselves with a view to becoming lifelong readers. With this in mind, we aim to inspire a true love of reading, whereby our children are enthusiastic, fluent and motivated readers who feel confident about talking about books and authors.

### ***Implementation:***

At St Catharine's CE Primary School, we have carefully crafted a bespoke reading curriculum whereby all classes are exposed to a wide variety of differentiated reading materials and high quality texts across a range of genres, thus allowing children to become competent and confident readers. Teachers use 'pre learning' tasks to help them plan innovatively, and they use a combination of discreet and cross-curricular learning approaches so that the children truly appreciate our literary heritage. In turn, this enhances our children's vocabulary through exposure to high quality texts that they may not normally read.

We pride ourselves on the rich learning experiences we offer our children, and we work tirelessly to ensure our children have access to a high-quality English curriculum that is both challenging and enjoyable for all readers. Through quality first teaching, we teach our children to be inquisitive, thought-provoking readers, which allows them to enjoy asking questions about the texts they are reading, and, at the same time, gain a deeper understanding of what they have read.



In years 1- 6, whole class and guided reading sessions take place on a regular basis which includes a combination of teacher-led work, follow on activities, comprehension activities, independent reading and sometimes to simply read for pleasure. Throughout these carefully planned lessons, all children have access to the same book, vocabulary and discussion, and are given the opportunity to work alongside their peers to enhance their reading skills further. In Key Stage One and Two, we have a skills based approach to reading using the VIPERS as a set of skills:

- Vocabulary
- Inference
- Prediction
- Explain
- Retrieve
- Summarise

We are fortunate enough to have our very own school library, as well as a team of dedicated librarians from various year groups. Teachers utilise the library in a variety of ways, using it to support their English lessons but also to enhance reading in the foundation subjects, for example, retrieving factual information to support children's understanding of what life was like in the Victorian era. The librarians also enjoy the responsibility of organising the library at lunch times so that children are able to come and enjoy reading in a quiet area.

Each of our classrooms also has a vibrant and inviting reading corner to encourage reading. Our reading corners include a range of high quality texts and novels, as well as topic focus texts to support reading in the wider curriculum. Teachers are very passionate about reading and will visit one of our local libraries prior to teaching their topics to ensure their reading corners are rich with relevant, inspirational texts for the children to use. Children are given daily opportunities to read a variety of materials in school, whether this be in lesson time, lunch time, or reading regularly with an adult. As well as children reading daily, we also recognise the importance of children being 'read to' and having the opportunity to be able to sit and listen to a 'storyteller'. With this is



mind, staff read daily to the children and use this opportunity to show their passion about books and read some of their favourite novels while getting into character using intonation and expression. Reading to the children is also a great opportunity to demonstrate and develop fluency. In Key Stage One, parents are encouraged to read with their child before the school day. We have an open door policy and welcome all parents to come and share a story with their child.

Every March, we take part in 'World Book Day' to celebrate reading. We also hold different events within school to promote a love of reading and to raise its profile e.g. Pyjamama Day.

### Home Reading

Every child is given a home reading book that they can take home and enjoy in their own time. We encourage all children to read at least four times a week, though many children exceed this. Our expectation is that a family member listens to their child read their book and makes a comment in their child's school diary. Children are rewarded for their regular reading at home and every term a 'Family Reading Award' is presented to each key stage and are rewarded with prizes such as cinema tickets, family bowling experiences and a visit to Roller Rink.

In Reception and KS1, all children are given a decodable reading book which is carefully matched to the phonic level they are working at. The books vary in several ways, including layout, size, vocabulary and length – this ensures children are provided with a rich diet of literature. We feel it is a fundamental aspect that all children are given books matched directly to their phonic knowledge as this allows them to rehearse and consolidate previously taught sounds without being exposed to unfamiliar phonemes. In turn, this allows children to flourish in their reading and become confident, accurate and fluent readers, before moving on to more challenging texts of greater difficulty. After children have completed the RWI programme, they then move on to colour banded books.



In KS2, children receive a home reading book which is linked directly to their reading level. This is assessed regularly throughout each half term to ensure an appropriate level of challenge is provided, thus ensuring children continue to improve their reading skills, as well as fluency. Once children have progressed through each stage of book bands, they become "free readers" and begin to choose their own reading books, either from the wide selection of books we have to offer or a book they choose from home. Again, this is carefully monitored by staff and parents to ensure appropriate challenge and progression of reading, but also to ensure a love of reading.

### ***Impact:***

Our robust assessment approach means that we can track pupil progress and attainment regularly. It is evident from our consistently high results that our bespoke, innovative reading curriculum, including the RWI programme, has created a community of enthusiastic readers who are confident and fluent with a hungry appetite to read more. Our disadvantaged and SEN children make equally as good progress as they are exposed to a wealth of rich texts and reading materials. We have received a letter on two separate occasions from Nick Gibb MP (Minister of State for School Standards) congratulating us on our successes and being in the top 2% of schools for the progress that our children make between KS1 and KS2 in reading, *'we want to ensure that every child has the necessary fluency in reading and writing to prepare them for a successful secondary education and beyond, and your school has provided this.'*