



Intent

At St Joseph's we are passionate about the teaching of reading and aim for all of our pupils to become fluent, confident readers who have a genuine love and interest in reading. We truly believe reading is the key which unlocks the rest of the curriculum and therefore place high importance on this subject area within our curriculum offer.

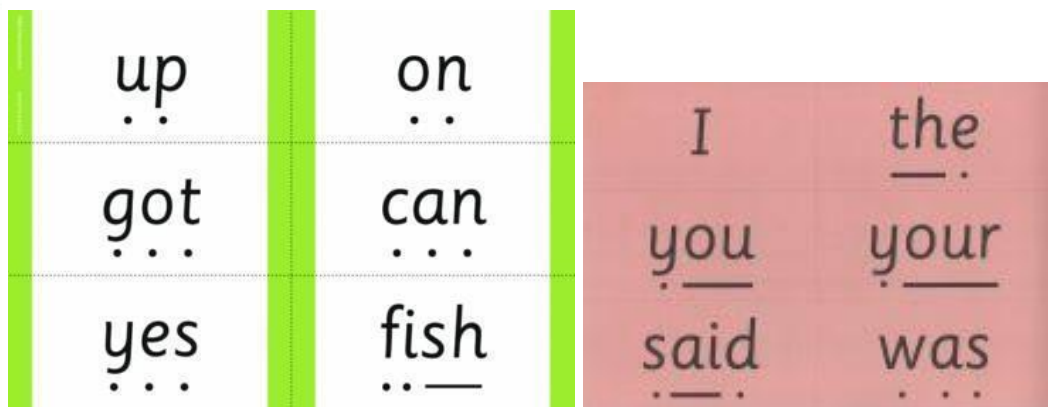
Implementation

How phonics is taught



Read Write Inc (RWI)

Children in FS2, Year 1 and Year 2 are taught RWI daily for a 1 hour timetabled lesson. Pupils are introduced to the Set 1 sounds in FS2 and they are encouraged to orally blend words with sounds they are familiar with. Pupils are introduced to alien nonsense words early within the RWI programme in order to assess their ability to decode and prepare them for the statutory phonics screening check. Alongside decodable words (green words), pupils are also introduced to high frequency words (red words) which are words that are not decodable. The pupils are encouraged to read and recall these words using sight reading and spotting the 'grotty grapheme' which makes the word non-decodable using their phonics knowledge. Pupils are encouraged to look at the dots and dashes to indicate sounds within the words when they are first introduced to them.



Assessment/groupings

Every 6 weeks/highlight target pupils/speak with class teacher/leader of group

Reading books

Early in the programme, children are encouraged to read RWI books (both fiction and non-fiction) containing phonics sounds in which they are familiar and confident with. The pupils read the words inside the book beforehand on word cards and discuss the title of the story to encourage their prediction reading skills. Pupils are encouraged to read with a partner for support and to improve

engagement. Afterwards, the children are asked questions linked to the content on the book to develop their early comprehension skills on retrieval. **Do pupils take books home? Which books?**

Intervention

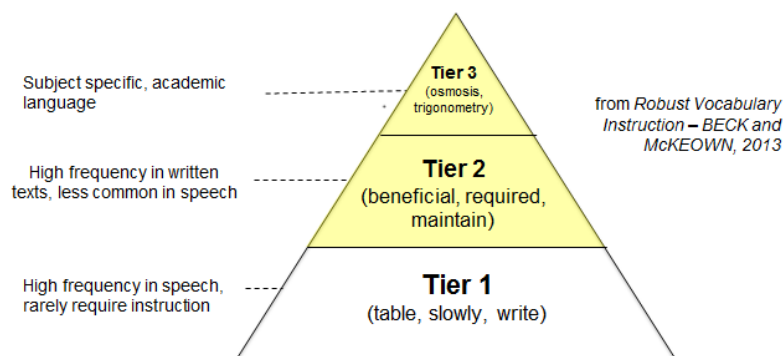
Pupils who are focus children from assessment receive additional intervention. This is in the form of 1:1 and small group work to target specific sounds they are missing or not retaining or to work on an area which they are not progressing in, such as pace in reading. This ensures the pupils receive tailored support in order to make good progress within the programme. Some pupils in Key Stage 2 may continue to receive phonics intervention despite being off the programme.

Reciprocal reading

Pupils in Key Stage 2 classes are taught reciprocal reading which is timetabled for half hour lessons four times per week. The lessons are progressive and follow a structure to enable pupils to become fluent in the focus text and unpick it in depth in order to develop their reading skills to a high level.

Day 1 – Clarify

Pupils are introduced to words which have been identified by the teacher from the text as words the pupils may be unfamiliar with. These will often be words from tier 2 and 3 of tiered vocabulary (please see below).



These words are given to the pupils within the sentence and the teacher models using the different strategies below to find the meaning of the word. The pupils are then encouraged to work with their learning partner to find the meaning of other words from the text. Answers are then feedback and discussed.

Vocabulary

Does it sound like a word you know?

What word type is it?
Noun/adjective/verb/adverb

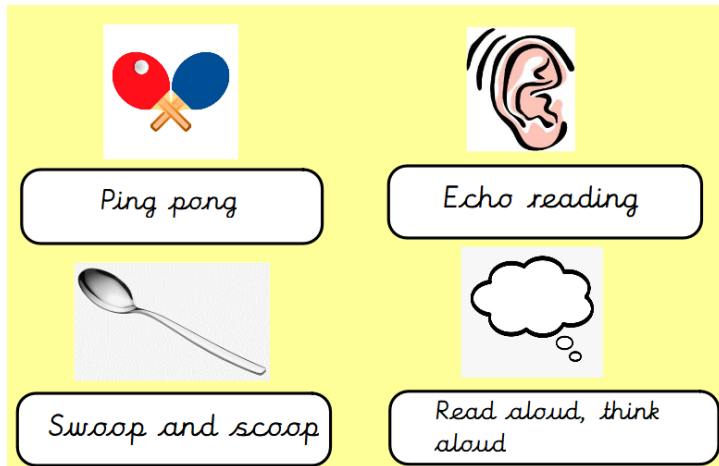
Ipad research or dictionary work.

Take off the prefix/suffix
What is the root word?

Read around the word in the sentence/context.

Day 2 – fluency

Pupils take part in a pacy, engaging lesson where they use many different strategies (please see below) to read the text with fluency. The teacher will model some of these strategies to encourage pupils to read the text with meaning to develop their understanding.



Ping pong – this strategy encourages pupils to read with speed and stamina. The pupils work in pairs with the text in front of them. One partner will ‘ping’ with a hand gesture to signal their partner to continue reading from the word they have stopped on. The partner will then read and ‘pong’ with a hand gesture to signal to their partner for them to continue reading from the word they have stopped on. This also encourages pupils to follow the text and stay focused to be ready to read at any time.

Echo reading – this strategy is modelled by the teacher first then the whole class repeat back as a choral response. The teacher will model pausing and emphasising using intonation. This strategy develops pupil’s confidence to read with expression which is particularly importance around dialogue.

Swoop and scoop – this strategy is modelled by the teacher first then pupils may be asked to work on a piece of text themselves. The text is marked with a scoop underneath to indicate which words should be read without a pause. This strategy enables pupils to understand the importance of sentence construction within a text and emphasise how words scooped together provide a certain meaning.

Read aloud, think aloud – this strategy is again modelled by the teacher first then pupils may be asked to work on part of the text afterwards. The teacher models uncovering part of the text, thinking aloud about what the text has revealed, annotating these thoughts around it. This strategy encourages pupils to question and discuss what they read so they do not become passive readers.

Day 3 – Literal questions

Within this lesson pupils are provided with questions which are ‘find it, put your finger in it’ types of questions. These questions are retrieval questions which pupils can skim and scan the text to find the answer. The teacher may model this skill and pupils will answer a set of questions either independently or with their learning partner. The teacher will provide pupils with a variety of question styles such as sequencing events, find and copy, true or false to apply this skill in a range of contexts.

Day 4 – Inference questions

On this last lesson within the sequence, the pupils will have become very familiar with the text being covered which will enable them to be more successful at answering more complex questions. On this day, pupils answer ‘look for clues’ questions which require them to dig deeper beyond the surface of the text to interpret it. These questions often require pupils to make a point and support this with

evidence from the text. Again the teacher may model this skill as well as ask pupils to work on questions themselves.

Once pupils complete this cycle on a piece of text they begin this sequence of lessons again on a different text or part of the text they are reading.

Reading for pleasure

At St Joseph's we strive to encourage every child to develop a love of reading which will stay with them and make them lifelong readers. In order to support this, we show our children what it is to enjoy reading and allow them to feel the pleasure reading can bring. Guided by the research provided by Teresa Cremin, the Open University and the UK Literacy Association, teachers use strategies to model what Reading for Pleasure is and lead our children to make better book choices. This has included staff audits of children's texts, authors and reading practices. Teachers take their time to prepare their classroom with a collection of books that they have carefully selected based on children's interests and teacher's author and book knowledge. The children may choose one of these books alongside their Collins Big Cat book and this can be read during the protected 15 minute Reading for Pleasure slot during the school day and shared at home as well. During Reading for Pleasure sessions, the class teacher may wish to read 1:1 with a child, read with a group of children, use the time to help specific children make better reading choices or even use the time to model Reading for Pleasure themselves as they enjoy their own book in class.

Core Story

We value the importance of children being able to listen to a story and being exposed to high quality texts. Core story is a protected time slot at the beginning of the day where the class teacher reads aloud to the class with no agenda but to enjoy a story being read to them. Each class is assigned six books and every half term the teacher will select a new core story to read to the class. The selection of books has been collated based on the Teresa Cremin Reading for Pleasure research and the level of lexical difficulty and supports a cross curricula approach to learning. We aim to provide children with a range of vocabulary rich texts, as well as a variety of authors, traditional stories and cultural and historical references.

Each year group will include six texts based on the following criteria:

Core Stories

- A novel by Roald Dahl
- A novel By Morpurgo
- A traditional Classic
- A novel which introduces a new author
- A novel with alternative historical or cultural influences
- A novel with an alternative setting



Core Text Year 4

- The BFG – Dahl – 720L
- Kensuke's Kingdom – Morpurgo – 730L
- The Secret Garden – Frances Hodgson-Burnett – 710L
- The Firework-Maker's Daughter - Phillip Pullman – 870L
- Stig of the Dump – Clive King – 890L
- The Girl of Ink and Stars - Kiran Millwood Hargrave – 710L

The Year 4 example of texts also contains the Lexile Score which should always be ambitious. During core story, children are expected to listen and engage with the story; however, questioning should not be made too challenging and detract from the story.

Collins Big Cat reading scheme



Pupils in Key Stage 2 access the Collins Big Cat reading scheme which has a progressive colour band with a variety of books linked to each reading level. The children are assessed to ensure they are correctly matched to the book band they are selected. Pupils take these books home to read with their parents/carers and have their book changed frequently. This scheme ensures the pupils are supported to access reading material linked to their current developmental stage and ensures children make progress in reading beyond their daily reading lessons.

Reading logs and rewards

Parents/carers are encouraged to record what their child has read at home (from a RWI book, Collins Big Cat book or book for pleasure) in their child's reading log. These are checked daily by members of staff and pupils are awarded with class dojo points if they have read at home. Pupils will have their books changed frequently and when needed if they have finished their book. These are also logged on a record in school.

Impact

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. Our approach to Phonics looks at more than just reading: it is a holistic approach which focusses on decoding, comprehension, and vocabulary development as an overall approach. It promotes a consistency within reading across school so that we can give our young people the best possible start and ensure that they can all become confident, fluent readers. To support the provision of Early Reading and Phonics at St Joseph's, we have a dedicated RWI Leader, who is available on a fortnightly basis to support the quality of delivery of phonics and provide real-time, on-the-spot coaching as necessary to ensure there is consistently high quality teaching of phonics at St Joseph's.

By ensuring that children are confident and fluent readers at the end of Key Stage 1 allows the opportunity for a focus on the development of their comprehension of texts in further depth as they move through Key Stage Two. The Reciprocal Reading structure provides a base for children to study extracts in detail to unpick the vocabulary, read at pace and answer a range of question types and styles.

Timetabling core story daily alongside independent reading time and daily reading lessons ensures all of our children receive a varied reading diet which encourages them to love reading and see it at the heart of our curriculum.