



## English – Reading

2022 - 2023

### Intent

At St. Elizabeth's Catholic Academy, we are committed to high quality teaching and learning to raise standards of achievement for all children. Our ethos is based on the Franciscan values: Joy, Forgiveness, Faith, Respect, Service, Peace and Stewardship. Commitment to these values ensures that the children have the confidence and incentive to produce their best work. Similarly, teachers feel valued and receive the necessary support to further their teaching expertise.

We believe that reading is an essential life skill, and we have therefore centred reading at the heart of our curriculum. We view reading as an entitlement for all, and by centring reading at the heart of our curriculum, we are instilling in children an understanding that reading is a transferable skill that will benefit them, not only in primary education, but right through to adulthood. We aim to ensure that children can confidently read for a range of purposes, namely: **reading for practice, reading for pleasure, and reading for meaning**. With regards to reading in English and across the curriculum, we aim for the children to progressively build and strengthen their ability to decode, read fluently, comprehend, and learn from a text.

We recognise that education involves children, parents, staff, governors, the community, and the local authority/diocese, and for optimum benefit we should all work together closely to support the process of learning in reading. The culmination of the teaching and learning experience is for our pupils to access the breadth of the curriculum; to acquire knowledge; to develop lively, enquiring minds that can access and address spiritual, moral, social and cultural values and issues – that ultimately encourages and enables them to be good citizens and literate individuals.

More specifically, we aim to:

- **Foster a love of reading** by providing frequent, meaningful opportunities for children to listen to and interact with a variety of fiction, non-fiction, and poetry. We aim for the children to possess the **motivation to read for both meaning and pleasure**.
- **Develop a consistent pedagogical approach to early reading**, closing any gaps early through targeted intervention. This will encourage excellent phonics knowledge and application, and the ability to recognise and memorise the 'tricky' words that do not conform to a phonics pattern.
- Provide children with the necessary life-long skills to ensure they can **read confidently, with progressive fluency and accuracy**. This is supported through **meaningful cross-curricular reading**.
- **Build a repertoire of extensive and rich vocabulary**, through exposure to a rich and varied range of high-quality texts.
- Support the children to **attain excellent comprehension of texts**, demonstrating personal understanding and an appreciation of a variety of text genres.

## Implementation

We implement a rigorous approach to teaching reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge. As children become more confident and experienced readers, we encourage them to read widely and often, with increasing fluency and comprehension.

### EYFS & Key Stage 1: Early Reading

In EYFS and KS1, we use a systematic, synthetic, DfE accredited, phonics scheme called **Read, Write, Inc.** All EYFS and KS1 children have daily phonics sessions, streamed to cater for ability. The phonics complete literacy programme helps children learn to read fluently and at speed, so they can focus on developing their skills in comprehension, vocabulary, and spelling. Five key principles underpin the teaching of all RWI sessions: **Participation, Praise, Pace, Purpose and Passion.** During this phase, children's reading books are closely matched to children's phonics ability, or RWI colour, as the children know it. These books are used for home-reading to ensure that children experience a wide breadth of reading genres.

They also read 1:1 with the class teacher or TA weekly and are read to daily.

The tracking of phonics is passed in the class Assessment File so that the new class teacher can address identified gaps.

### Key Stage 2: MyBookBlog

From EYFS right through to Year 6, children read a book associated with their level of decoding and comprehension. Once children have progressed from the decodable RWI books, and as they mature into more confident readers, we work towards fostering a love of reading and greater pupil incentive through engagement with quality texts. To address this, we use MyBookBlog for children in Year 2 (who have completed the RWI scheme successfully) through to Year 6.

MyBookBlog (MyBB) is a scheme used to encourage reading for pleasure both in and out of school. All reading books are set into challenge levels (1-5) so that children can choose a book at their appropriate level, but also with appropriate challenge; optimally supporting their reading development. These books are free to be changed at any point upon completion and both teachers and TAs regularly monitor children's engagement with MyBB, including frequency of reading and blogging, and accuracy of answers.

MyBB is used to support and encourage the children to:

- Read books by both new, and familiar, authors.
- Blog their thoughts and opinions about the story.
- Review books they have read, encouraging other children to read them too.
- Learn new vocabulary in the context of the story, by undertaking vocabulary quizzes each chapter.
- Fully comprehend what they read, encouraged through comprehension quizzes each chapter.
- Vote on key issues and view how their vote compares with children across the country.
- Explore specifically written, non-fiction fact files.

## Pedagogical Content Knowledge and Strategies

From Year 3 onwards, the children engage in both daily small group reading carousels (which incorporates MyBookBlog) and 4x 'Talk for Reading' sessions per week. Children read with the teacher or TA 1:1 at least once a week and are also read too at allocated opportunities through the week.

### Talk 4 Reading (T4R)

The Key Stage 2 reading curriculum is carefully planned so that all aspects of reading are specifically taught each week. The children experience a variety of carefully selected poetry, fiction and non-fiction texts, based upon the dialogic Talk for Reading whole-class reading scheme. This scheme teaches children how to read as a reader, and read as a writer.

The foci for whole class reading sessions each week are as follows:

1. **Vocabulary:** Children study the vocabulary and context of a new model text in explicit detail.
2. **Fluency:** Using the principles of the HfL fluency project, fluency is explicitly modelled.
3. **Model Answers:** Through carefully crafted and engaging activities, teachers explicitly model answers regarding the content and context of the text studied, and the children are taught how to apply these concepts with increasing independence.
4. **Independent application:** The children independently answer a series of questions, building upon the knowledge acquired throughout the week.

Throughout these lessons, children develop their use of tier 2 and 3 language, enhancing their understanding of texts across the curriculum. Each T4R week also contains a 'big question' focus, which explores the purpose, themes and effect of a text and author. This encourages the children to actively engage with the text in an appreciative and critical manner incorporating all domains.

### Guided Reading Carousel

As well as the T4R whole class reading lesson, KS2 children also have a daily, guided group reading session. During this time, the children partake in one of the following, alternating each day: reading 1:1 with a TA, pre-reading and answering questions on a given text, working with a teacher on comprehension (linking to the previously pre-read text), reading for pleasure and blogging on MyBB, cross-curricular reading or researching words on their vocabulary bookmark.

Teachers adapt these sessions to meet the needs of their age group, the attainment of the children and teacher feedback from prior sessions. These sessions are also vital to address decoding and fluency. Groups are not static; they are changed as a result of formative assessment – carried out by both the teacher and TA.

## Reading Domains

These domains support children's comprehension of what they read. There are 8 domains derived which we have condensed as follows:

**COMPARE** (Make comparisons within the text)

**VOCABULARY** (Give/explain the meaning of words in context)

**INFER** (Make inferences from the text/explain and justify with evidence from the text)

**PREDICT** (Predict what might happen from details stated and implied)

**EXPLAIN** (Explain the author's choices! 1. Explain how information/narrative content is related and contributes to meaning as a whole. 2. Explain how meaning is enhanced through the choice of words).

**RETRIEVE** (Retrieve and record information)

**SUMMARISE** (Summarise main ideas from more than one paragraph)

The children remember these domains through the acronym **C VIPERS**.

These domains are closely inter-related; for example, to infer accurately, you must first have a solid understanding of the vocabulary used. It is important for the children to understand what the question is asking of them and know how to use the variety of strategies taught for each domain to be able to effectively answer them; they are therefore not taught in isolation.

## Differentiation – including SEN

Children's reading books are allocated to match their reading level and attainment. Teachers and TAs determine this using a child's phonic and decoding knowledge, and by listening to a child read, gauging their fluency and comprehension skills. When engaging with MyBookBlog, the children complete an online quiz which helps to inform the class teacher of the suitable MyBookBlog challenge level.

In EYFS and KS1, children are organised into groups to match their phonics skills for their Read, Write, Inc. lessons. Guided group sessions are also planned for and delivered to address the specific needs of a small group of children.

Children who are considered to be 'Working Towards' or 'Working Below' the expected level, are listened to read frequently in a 1:1 environment. Year 2 children who failed their phonics screening check (PSC) continue with four 30m sessions of RWI phonics in Year 3 each week, in place of spelling sessions. These measures are continually assessed, with the end goal being that once children have consolidated all necessary sounds, they can progress to our independent reading scheme. Those still struggling in Year 5 are enrolled into the RWI 'Fresh Start' scheme. Alternative interventions, such as precision teaching to consolidate specific sounds/phonemes and high frequency reading words, are also consistently offered to lower attaining pupils. In lessons, live feedback is given, and in KS2, we offer whole class feedback at the start of whole-class Talk for Reading sessions.

During KS2's Talk for Reading sessions, all children are exposed to the same text during the whole class teaching of reading unless the class teacher feels it is unsuitable for a Special Educational Need. In this case, a simpler version of the text may be given and specific TA support (and in some cases SSEN support) is provided in these cases.

Children are assessed against an assessment criterion that is suitable for their level of learning.

## Cultural Capital

The breadth of texts studied is shaped by cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars. Cultural capital gives our students vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values. As discussed by Pi Corbett, we define 'high-quality' texts to be "Books that are beautifully written and so deeply imagined that they stay with the reader forever, altering how we see the world and what we understand about the human condition". The high-quality texts on our reading spine and those interwoven into our curriculum are meaningfully chosen by staff, aiming to reflect the diversity and inclusivity of our modern world. In KS2, we aim for children to study at least one fiction, non-fiction, poem and set of song lyrics every term across the reading curriculum.

## Reading Ethos

It is the responsibility of all staff to uphold an enthusiastic and positive reading ethos across the school. To promote this, all classrooms have a dedicated reading area, which is celebrated and cherished. Frequent usage of this area is encouraged throughout the week. Each class also has allocated times throughout the week to read aloud to their class for approximately 15 minutes. The books/novels chosen have been carefully selected by the teacher or reading lead. As aforementioned, class teachers use cultural capital spines, as well as personal experience, to select high-quality books to engage the children and promote a love of reading.

We foster a love of reading in our school by:

- Promoting reading recommendations through our Bookflix and reading spine displays, which are updated regularly.
- Promoting World Book Day; a day where we celebrate and showcase our love of reading.
- Offering exciting weekly 'Book Club' lunchtime sessions to KS2
- Updating and involving parents in their children's reading journey through a half-termly Reading Round-Up newsletter
- Offering frequent opportunities for KS2 to hold story time with EYFS and KS1 children. This supports their faith in action, and also promotes a pleasurable reading environment from the beginning of children's St. Elizabeth's journey
- Having special reading areas in each classroom, which are frequently available for use
- Regularly reviewing and restocking our books to ensure children's enthusiasm is maintained and their preferences are considered and reflected
- Organising school trips linked to reading and spoken language, such as theatre trips and book-themed residencies (2021).
- Book fairs and book sales

In the 2022/23 academic year we hope to further foster the reading ethos of the school through:

- Liaising with the local library to organise regular class trips
- Creating a Year 6 "Book squad" (mini library leaders)
- Purchasing an outdoor library for use by all children at unstructured times
- Organising annual, virtual or in-person author visits for each key stage
- Creating more frequent opportunities for KS2 to hold buddy reading and story time with EYFS and KS1 children throughout the term



### **The Role of the Subject Leader**

- Take the lead in policy development and keep up-to-date through research and continuing professional development – for example by forging and maintaining links with others schools.
- Pass on information learnt to enhance the teaching of reading across the school. Support other teachers and TAs in their understanding and implementation of new ideas, pedagogy, resources and interventions. Ensure that good practise is shared across the school.
- Ensure moderation occurs to quality assure assessment: Within school, ensure that all teachers have the opportunity to compare work produced by different classes and key stages. Furthermore, moderate with another school, at least once a year.
- Conduct learning walks, book scrutinies (with the teacher or pupil present) and pupil interviews. Report to the Senior Leadership Team for progress meetings and data analysis.
- Make recommendations for the SIP in relation to English.
- Maintain and support the replenishment of stock.
- Encourage children's reading through planning and running competitions throughout the year.

### **Parental Involvement**

Parents are encouraged to listen to their child read for at least 10 minutes per day. We also encourage parents to take the opportunity to read to their children, frequent the library and promote a love of reading at home. Alongside MyBB, KS2 children have a 'Vocabulary Bookmark', to track unfamiliar words in their home, and school, reading books. When listening to a child read, parents are encouraged to note down any unfamiliar words on said bookmark. Children are also encouraged to do the same. These words can then be researched and consolidated in the dedicated guided reading session. Each week, the TA will also discuss with children their bookmark words, ticking off those which are consolidated. This allows vocabulary to be continually explored and developed, offering the opportunity to explore definitions of unfamiliar words and apply them in new contexts. Parents are also invited into school on World Book Day and for other celebration days. We also promote parent interaction with reading through our half-termly Reading Round-Up newsletter.

### **Assessment, Recording and Reporting**

Class teachers make regular, formative assessments of pupils in order to establish their level of attainment and progress, and subsequently inform next steps, future planning, groupings and interventions. In line with our feedback policy, teachers undertake live marking, where 'on-the-spot' live feedback is provided through verbal feedback, either 1:1 or with a small group. In KS2, we offer whole class feedback at the start of class Talk 4 Reading sessions. We also undertake termly standardised ARE test to evidence our assessed judgements. Subsequent GAP analysis identifies the domains in need of revisiting.

## **Impact**

As learning is a change to long-term memory, it is impossible to see impact in the short term. However, we do use probabilistic assessment based on deliberate practise. This means that we look at the practices taking place to determine whether they are appropriate, meaningful, related to our intentions and likely to produce results in the long-term. Indicators of these are as follows:

1. Assessing whether our children **demonstrate a solid enthusiasm for reading** and are motivated to read for both pleasure and meaning.
2. **Teacher judgement**, based upon everyday lessons and whole class feedback, allows us to assess the effectiveness of our teaching and learning based on current pupil progress. This is assessed in line with the reading milestones in our Reading Progression Map.
3. From Year 1 onwards, **termly, ARE standardised reading tests** allow us to moderate our assessed judgements and monitor pupil progress. Subsequent GAP analysis from these tests allows us to identify the domains in need of revisiting. Alongside comparative judgement, these scores provide the children with a grade of Working Below, Working Towards, National Average or Greater Depth. This data is inputted into the Insight Tracking System. Formal, summative assessment is carried out at the end of each Key Stage (Years 2 & 6) through SATs.
4. **Termly achievement team meetings (ATMs)** are held between members of the SLT and class teachers to discuss individual children's progress. This enables us to plan and identify ways to support pupils not yet making the expected progress. These are then reviewed to ensure that impact is effective.
5. **Lesson observations and learning walks** are used to support teachers with pedagogical expectations and ensure they are confident with the subject knowledge at hand. Further support can then be put in place for any teachers who need support in these areas. This is done in consultation with both the reading lead and SLT, in a positive and encouraging manner.

During the 20/21 and 21/22 academic years we initiated:

- Read, Write, Inc. in EYFS and KS1 (20/21)
- Talk for Reading in KS2 (20/21)
- MyBookBlog as our primary reading scheme in KS2 (20/21)
- A new home-school reading diary format (vocabulary bookmarks) (21/22)
- RWI KS2 intervention schemes (21/22)

Moving forward into the 2022-23 academic year, our monitoring cycle over the year will assess the ongoing impact of these initiatives as they further embedded via:

- Questionnaires or interviews teachers, pupils and parents
- Analysis of assessment data
- Continued learning observations and learning walks
- Book looks – assessing the quality of pupils' answers in guided reading exercise books, and furthermore looking at how reading has impacted on pupils' writing in English and other areas of the curriculum.
- Listening to children from a range of year groups read and decode, posing questions to gauge comprehension; and listening for fluency. This will also take place with the lowest 20% of readers from each year group.