



What Reading looks like at St James' CE Primary School

Intent	<p>What we are aiming for in Reading:</p> <p>At St James' CE Primary School, we aim to develop a lifelong love of reading. We make reading a priority as we understand the impact being able to read has not just on a child's ability to access different areas of the curriculum both while at St James' and in their education beyond, but also the importance of reading for pleasure on children's wellbeing. We understand that all educators have a fundamental role in ensuring all pupils learn to read. We aim for children to be able to read easily, fluently and with good understanding and develop the habit of reading widely and often, for both pleasure and information.</p>
Implementation	<p>What Reading looks like in our school:</p> <p>Reading is a priority at St James'. Our teaching of reading is in line with the 2014 National Curriculum</p> <p>We use Read, Write, Inc. to teach phonics and early reading across EYFS and KS1 and for those children in KS2 who still require it. Read, Write, Inc. teaching begins in the first week of term and occurs daily for 45 minutes. Children are taught in small groups which are assessed half-termly and from these assessments new groups are created. All staff teaching Read, Write, Inc. are appropriately trained in order to ensure the quality of this teaching is strong. To support these children's reading at home, they take home a reading book that is matched to their phonic ability.</p> <p>As children become more established readers, they move on to whole class reading. This occurs for 40 minutes daily. Three sessions in a week will focus on a series of linked texts. These could be linked via genre, author, theme, or any other way. They have been carefully sequenced to provide a variety of fiction, non-fiction, poetry and songs throughout a term and also to complement the curriculum, for example the reading might match a unit being studied in Science. A range of questioning, as well as whole class and partnered conversations and individual written work occurs in these sessions. These sessions aim to develop children's comprehension of a text as well as their love of reading. By sharing a wide range of extracts it introduces children to a variety of texts and authors, many of which are added to the class library. One session of reading in a week will focus on the current class novel where the lesson will aim to explore a novel's structure, characters, making predictions and exploring genres and themes. The final session will be a book club session which firstly gives dedicated individual reading time for children but also time as a class to share recommendations, discuss preferences of books as well as recognising different genres and themes within and across a wide range of writing. This is also the perfect time for the teacher to act as the influencer and recommend different books. The aim of these reading sessions is to develop a love of reading.</p> <p>We promote adults reading to children and therefore at the end of each day, for fifteen minutes, the teacher reads to the children. In EYFS and Year 1 and the first half of Year 2 this begins with reading a range of high quality picture books while in the latter half of Year 2 and in KS2, a series of novels are read. These novels have been carefully selected to ensure a variety of genres and authors and when the books were first published as we</p>

	<p>understand the importance of reading classics as well as much newer literature. We also aim for the novels to promote diversity; whether diversity of authors or characters, as we believe it is fundamental all children are able to find themselves in literature.</p> <p>At St James', each class has their own class library with a carefully selected stock that children are encouraged to borrow. The class library is stocked with fiction, non-fiction and poetry for a range of abilities. The library stock is changed termly, to ensure that this class library provides interest throughout the year in order to keep children excited and engaged in reading.</p> <p>We also promote reading at home and share these recommendations with parents. We understand the importance of both the children reading to the adult and the adult reading to the children, which is supported by providing children with both a book linked to their phonic ability (while in Read, Write, Inc.) and a library book to share. We also hold an Early Reading Meeting each year to help parents support reading at home.</p> <p>To ensure quality first teaching, assessment of reading is fundamental. Attainment is measured using statutory assessments, such as the end of EYFs, KS1 and KS2 assessments and following the outcomes in the Year 1 Phonics Screening check. We also carry out our own assessments, which occur in numerous ways across the school. While in Read, Write, Inc. children are assessed half-termly, with these results being used to alter the reading groups. In Year 1 onwards, children also complete a PIRA assessment every term, which enables the teacher to assess children's understanding of a text. Twice a year, children from Year 2 and above complete the Hertfordshire Reading Test to provide all children with a reading age. These assessments are used to enable teachers to monitor progress and identify children who would benefit from extra support.</p>
<p>Impact</p>	<p>What will the results be:</p> <p>Through the teaching of phonics, we aim for children to become fluent readers by the end of Key Stage 1. With decoding taught as the prime approach to reading, pupils will become familiar with this strategy and have the confidence to work out unfamiliar words in any new texts they encounter even when they have come to the end of the RWI programme. Pupils will therefore have the ability to access the texts taught in KS2 and be able to use these texts to enhance their comprehension skills and develop their love of reading. By the end of Year 6, pupils' reading will be sufficiently fluent and effortless enabling them to manage the general demands of the curriculum in Year 7, across all subjects and not just in English.</p> <p>The most important impact of our reading curriculum is that it will make all learners develop a lifelong love of reading, whether reading fiction, non-fiction or poetry. Our reading curriculum transports children to new worlds, to meet new people, to experience new things while it also enables them to understand themselves, their world, and their place within it a little bit better.</p>