



## Reading at St Wilfrid's Catholic Academy

At St Wilfrid's Catholic Academy, we recognise the fundamental importance of reading. The enduring power of this skill will shape and develop both a child's mind and their life within the classroom and, ultimately, outside of it. Of the subjects taught in school, reading is first among equals – vital to all other subject areas, it is the key to the curriculum.

At St Wilfrid's we prioritise early reading and are determined that every pupil will learn to read, regardless of their background, needs, or abilities. All pupils, including the weakest readers, make sufficient progress to meet or exceed age related expectations.

We recognise that reading encourages a thirst for knowledge and leads to children asking questions and developing an understanding of different cultures and perspectives. We also know that a love of reading helps to develop a child's imagination and creativity. All skills vital to playing a valuable and active role in our quickly changing world.

At St Wilfrid's, we want to encourage and nurture a love of reading for all our children and we do this in a variety of ways:

- Each year group develops a love of reading through their Guided Reading sessions where books, including non-fiction, which are specifically linked to curriculum learning in class, are read, shared and discussed.
- Our library hosts a range of quality books from a broad range of authors to immerse children into the magic of exciting stories and fascinating information books.
- Communal areas, including our Library, are designed to encourage and foster a love of reading via exciting and interactive displays which encourage and recommend different texts and genres for pupils to explore.
- Themed curricular subject weeks during the year encourage children to share and explore their thoughts around different subject specific books.
- Enjoy visits from local authors.
- Rewards are given weekly and throughout the year to celebrate children's achievement in reading.
  
- All children will:
  - Experience exciting and enthralling books as soon as they enter our school.
  - Know how well they are achieving in reading and be supported towards their targets.
  - Experience text through interactive challenging activities including the experience of theatre.
  - Be challenged to develop their reading potential and aim high in the complexity of text and stamina of their reading.
  - Read in a stimulating, happy and secure environment.
  - Access high quality reading resources in classrooms, libraries and using ICT.
  - Experience a variety of creative teaching methods and approaches to develop their comprehension of text.
  - Be supported by a proactive reading partnership of home, school and parish.

### **Developing a Love of Reading**

With a core knowledge of our school context we are determined that all children receive daily access to both exciting and challenging text and an adult to support them. Within St Wilfrid's we create opportunities for children to read daily to an adult whether this be at home or at school. Reading diaries are checked daily and staff respond quickly to need. We are determined that all children will read with an adult every day.

All staff are committed to help our pupils develop a lifelong enjoyment of reading. Teachers are knowledgeable about children's literature and we share our current texts across the school reading community. We have regular author visits and have a strong connection with our local library service.

Teachers read aloud both fiction and non-fiction texts in order to model the fluency that enables full comprehension of the text. This modelling forms an important part of our ambition for our children to develop their comprehension skills fully as text becomes increasingly complex. Children are read to daily across many curricular subjects, this helps them to develop both language and listening skills and prepares them to understand the written word. In Foundation Stage and Key Stage One, the classrooms have displays with graphemes to support the teaching of phonics.

### **Programmes and Progress**

The teaching of phonics at St Wilfrid's is based on the Letters and Sounds guidance (DFE 2007) which has been adapted to meet the expectations of the National Curriculum and the early learning goals with aspirations to exceed. Teachers use a range of interactive resources to plan and deliver effective, high quality lessons.

Our Phonics provision is supported by a well-resourced, up to date, extensive library of early reading text. The children change their books regularly and receive books which are matched to their current phonic knowledge. The school has clear expectations of pupils' phonics term-by-term, from Nursery to Year 2. (Please see Phonics Long Term Plan on school website)

### **D. Books Match Sounds**

We support the children's application of phonics by matching their school and home reading books to the sounds that they have learnt or are learning in class. Phonically decodable books are sent home on daily to enable the children to read with fluency and apply their knowledge of the letter/sound patterns taught. Books are changed when pupils have read their books.

Teachers show parents how they can practise reading sounds and words and listen to their children read decodable books during 'Phonics Information meetings' and 'Watch Me Read' sessions'. Parents are well informed regarding the necessity of phonics practice and appreciate the care given.

Children who are just beginning to learn the letter/sound correspondences are learning at the same time to tell stories using books which do not have words to begin with. This is crucial in the development of spoken language and vocabulary and it is a necessary stepping stone towards becoming an accomplished reader and writer.

### **E. Phonics from the start**

We place a high importance on reading in the early stages. Daily phonics is taught as a discrete session of 20 minutes where children are grouped according to ability to ensure that all children reach their full potential. This lesson is developed and supplemented throughout the provision with broad access to a range of specifically selected text. Children are able to choose from high quality books, matched to their phonetic ability while still encouraging an enjoyment of reading.

Phonics follows the Letters and Sounds document (a systematic, synthetic, phonics approach). It covers all the pre requisite skills for reading such as sound identification, sequencing, reproduction and discrimination. The children are given an individual reading book to take home when they are ready. This includes children in the Nursery. The teacher reads with the child and encourages reading to take place at home.

The teaching of synthetic phonics begins in nursery where children learn to discriminate between sounds in the environment through the use of rhyme, rhythm and alliteration. The foundation stage is a 'language-rich' environment that focuses on developing children's speaking and listening skills to lay the foundations of phonics. The emphasis is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Children are then taught the 26 graphemes and practice recognising phonemes in "CVC" words. They have opportunities to apply their developing phonic knowledge and skills in the context of shared reading and writing. We use a planned range of exciting rhymes, songs, practical activities and outdoor learning to embed reading in a range of contexts, demonstrating to children the impact of reading in every aspect of life.

Discrete, daily phonics teaching in differentiated groups continues into KS1. The children continue to learn new graphemes for the phonemes they already know, as well as alternative pronunciations for the graphemes. They are also taught the Common Exception Words for Year 1 and 2 as set out in the National Curriculum (2014). The teaching of reading in Year 2 and above continues to improve reading accuracy and fluency as well as further developing pupils' interest and pleasure as they learn to read independently with confidence.

## **F. Catch Up Quickly**

Teachers are responsible for assessing the progress of all pupils in their class. Ongoing assessment of pupils' phonics progress is used from the start of nursery and is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace.

Teachers identify children quickly and targeted support is given immediately. Children are given additional practise daily to ensure that they can recognise sounds and blend with confidence and accuracy; this helps all children keep up with the pace of the phonics programme. Leaders meet frequently with individual teachers to discuss the progress of their pupils and plan how to best support pupils who are making insufficient progress.

Leaders ensure that late arrivals throughout the school are assessed immediately and accurately and appropriate support is given if necessary.

## **G. Early Reading Experts**

St Wilfrid's teachers have developed sufficient expertise in the teaching of phonics and reading. This is supported by ongoing notice of and reference to the latest research available. The EEF recommendations for KS1 and KS2 Literacy are considered and implemented via staff meetings and access to CPD.

Staff are expert in teaching systematic, synthetic phonics and have a clear understanding of how pupils learn to read. They ensure that children are given quality lessons and daily

opportunities to practise phonics and reading through whole class shared reading, paired reading and guided reading with an adult. There are also regular opportunities for children to read on an individual basis.

Teachers, teaching assistants and all teachers who are new to the school are given CPD to ensure staff are well trained and knowledgeable in the teaching of reading. Leaders work closely with all staff to ensure that they continually develop their practise and particular interest for all in Reading is encouraged.

Here at St Wilfrid's we believe in the power of reading to change lives and open windows to  
people's hearts.

"One child, one teacher, one book, one pen can change the world." Malala Yousafzasi