



## **Reading Intent**

At St. Bernadette's, we are determined that every child will learn to read, regardless of their background, needs or abilities. We aim to ensure that our children gain the discrete word-reading skills and comprehension required, as well as fostering a life-long love of reading by exposing them to diverse literature across all curriculum areas.

We believe that every child can learn to read with outstanding teaching and support. Reading is a key life skill and we strive to embed a culture of reading into the core of what we do, providing opportunities for children to read both independently and aloud as well as allowing them the chance to discuss and recommend books they have read to their peers. Reading and quality literature is implicitly interwoven into our curriculum through the use of carefully chosen texts. These texts introduce our children to a wide variety of genres and gifted authors and deepen their understanding of the exciting curriculum topics that we teach. Teachers have created class reading provision maps which detail the high quality texts used to support children with their reading across the curriculum during English lessons, Comprehension lessons, Wider Curriculum Texts and Whole Class Story.

Reading is given top priority as soon as children enter our academy. We begin the teaching of our Systematic Synthetic Phonics Scheme (SSP) 'Little Wandle' within our Nursery class (EY1) this then follows through into Reception and Year 1.

Our reading curriculum covers the National Curriculum expectations. The reading policy outlines our expectations for staff and details how our reading programme of study is being implemented. We have created phonics and reading progression tables to ensure that our staff are aware of where the children have come from and where they are going next with their reading skills. Our long term plans then outline how reading is taught across the year which enables teachers to ensure all objectives are covered. Reading coverage plans then map out the order of teaching across year groups and medium term plans are being created to ensure consistency across classes with the teaching of reading.

Reading for pleasure has been carefully planned with the introduction of a range of new strategies. We believe reading opens up a new world for children and gives them the opportunity to explore new ideas, visit new and exciting places, meet new characters and develop a better understanding of other cultures. Building up the children's vocabulary gives them the word power they need to become successful speakers and writers as well as confident readers. We acknowledge the vital role that parents can play in their child's education and we strive to ensure that the culture of reading that the academy has developed extends into the home.

Our aspiration for each child is based upon the need for them to enter the next stage of their education as articulate and literate individuals with a strong love of reading. We fully embrace the responsibility to send our children onto secondary school having mastered at least the basic elements of reading. We will ensure that all children have equal access to the curriculum and those with specific reading, speech and language or hearing difficulties will be identified and supported appropriately.

## **Reading Implementation**

Reading is promoted at the beginning of the child's journey into school. During our home visits, prior to children starting nursery and reception, we try to ensure that all our children are registered with the North Lincolnshire Imagination Library Scheme. This local scheme enables all children, from birth to five, to have access to one free book every month. In addition, we plan high quality transitional experiences for children before they start the setting. As the children start school, we hold a meeting with parents to promote how reading one book can support many areas of a child's overall development. We also use this meeting to educate parents about our Systematic Synthetic Phonics Programme (Little Wandle) During this time, we can talk about the importance of reading and model how sharing stories and rhymes together can be enjoyed with our children.

Throughout EYFS, reading is at the heart of our provision, and we ensure all children develop a real love of reading. Throughout nursery, the children are exposed to stories, poems and non-fiction text through both adult led story times and child initiated shared experiences in the reading area. We plan explicit teaching times to support and develop key learning within Communication and Language. Throughout the EYFS and KS1, we use the Little Wandle Scheme of Work. In Nursery, children begin to learn about sounds and how we can orally blend these sounds together to make words.

As children move into Reception, the love of reading continues to be nurtured including daily story time and daily rhyme time. The introduction of the more formal and systematic teaching of Phonics begins in Week 2 of the children starting in Reception. Within the second half of the Advent term, we then have children who are then able to begin the process of reading books independently. Moving into KS1, children in Year 1 will continue to be taught phonics following the Little Wandle programme. Children recap and review phase 2, 3 and 4 learning during the first half term, moving onto learning phase 5 GPCs in Advent 2. All children in Reception and Year 1 participate in reading practice groups in which they spend three carefully sequenced lessons reading within a small guided group. These sessions cover decoding, prosody and comprehension skills. This enables children to be familiar with the text by the time they take it home to read with an adult. Every child is assessed at the end of each half term and any child needing further support to ensure they do not fall behind with the learning in the phonics scheme are put onto the 'Keep Up' intervention, where the children receive daily 'Keep Up' sessions 4 times per week in addition to their daily phonics lessons. Children do not exit the Little Wandle programme until they are ready and children continue to receive Little Wandle Catch up intervention through to Year 6 if needed.

The Little Wandle programme of study finishes at the end of Year 1, however, children in Year 2 will continue with the Little Wandle phonics and reading practice sessions, where applicable, before moving onto age-appropriate comprehensions. Children in KS2 complete age-appropriate comprehensions every week to ensure thorough progress within our reading objectives. Teachers use adaptive learning strategies within lessons to ensure all pupils are enabled to make progress including all context groups SEND, EAL and Pupil Premium. Reading is encouraged across the curriculum with many opportunities for staff modeling and pupil reading aloud to take place across a range of subjects.

Children are given opportunities to read purely to stimulate their love of reading; a love of reading is promoted by children being read to each day by their class teacher, from a text which has specifically been chosen to be engaging, stimulating and challenging; each classroom has an exciting reading area that is filled with books suitable for the children's reading age; children have the opportunity to read silently everyday for enjoyment at various points during the week; and there is also a comfortable, well-stocked library where children are encouraged to take out books to read – not because it's a book at their level – but because it's a book that they are attracted to and have the curiosity to want to read. We are now looking at introducing some strategies to support the love of reading more for our pupils within their family home.

## **Reading Impact**

The impact on our children is clear: progress, sustained learning and transferable skills. With the implementation of the reading journey being well established and taught thoroughly in all key stages. By the time the children leave their respective year groups, they will not only be fully prepared for the next stage in their education, but the following will also be applicable:

- Children will enjoy reading.
- Children will have experienced a wide range of high quality texts across a range of genres
- Children will be able to succeed in all English lessons because work will be appropriately adapted.
- Children will have a wide range of effective and specific vocabulary that they use.
- Children make accelerated progress and achieve well in the KS2 reading SATS papers showing that the majority of children are working at or above expected standard.
- Children will leave primary school being able to effectively apply reading skills they have been taught

We offer an ambitious, engaging, high quality, and inclusive education to our children and which provides all learners with the pastoral support, knowledge, skills, and cultural capital they need to succeed. It is our firm belief that the substance of our education in keeping reading at the heart of our curriculum prepares our children well for the opportunities and challenges they will face in life and at the next stage of their education.