



A STRATEGY FOR EXCELLENCE IN EARLY READING AND WIDER READING AT ST EDWARD'S CATHOLIC JUNIOR SCHOOL

PURPOSE:

The purpose of this strategy document is to set out the school's approach to teaching reading and developing a love of reading, using the recommendations of the Education Endowment Fund's report 'Improving Literacy in Key Stage 2'

AIMS:

- All students achieve fluency in phonics as soon as possible.
- All students achieve fluency and automaticity in age related reading standards.
- All students develop a love of reading inspired by adults in school and at home.

RATIONALE:

Reading sits in a unique position within the curriculum. It is fundamental to unlocking the wider curriculum and, at its best, allows the pupils to live lives that are profoundly enriched by literature.

We recognise that supporting reading at home will be challenging for some families. It is not acceptable that access to reading development is in any way unequal. Failing to address this would perpetuate inequalities that are present across socio economic groups, would compound the inequalities of starting points for pupils from ethnic groups that are disproportionately represented in low socio-economic groups, and leave pupils with SEND without the support they require.

Diversity in literature is pivotal to the pupils in our school knowing they belong. All children must see themselves in all that we do. It is for that reason we have carefully considered literature that promotes:

- Belonging for ethnic minorities
- Belonging for those with SEND
- Belonging for those who are at risk of being marginalised through disadvantage
- Belonging for the inclusive representation of families

The school's library and reading material is constantly reviewed and evaluated to ensure we sensitively, deliberately, and truthfully address equality and diversity. Our library celebrates the

place of our Catholic school in a modern, diverse world, promoting above all that Jesus taught us to love our neighbour.

THE ST EDWARD'S PHONICS SCHEME: READ WRITE INC

In Key Stage Two, most children will not require daily phonics sessions, however a small number may require further phonics instruction. School leaders selected this scheme because the sequence, style and approach of the scheme is the same as that used at St Joseph's Infant School. This enables children to build on the phonic knowledge that they have already acquired in Early Years and Key Stage One.

THE APPROACH TO READING DEVELOPMENT:

The components of an excellent reading scheme evolve in content as a pupil improves, but there are threads that are consistent across each phase.

High quality reading development requires a clear focus on the end goal: age related automaticity and comprehension.

The key areas of the strategy are:

- Support for those not yet keeping up with the phonics / reading development programme: For most children, this will take the form of the Lexia support programme, however for a few this may be individual phonics catch up lessons using Read Write Inc. In Upper Key Stage Two, children may take part in the Read Write Inc 'Fresh Start' programme.
- Reading in school: Reading lessons take place daily, and include opportunities to read a range of age-appropriate high-quality novels using strategies such as teacher modelled reading, choral reading, echo reading and repeated reading to support the developing of reading fluency. Specific strategies are also taught to enable pupils to retrieve, infer, predict, question, clarify and summarise what they are reading and build vocabulary knowledge to support pupil's comprehension of what they are reading. Children also have daily opportunity to read for pleasure.
- Daily English lessons are taught in units that are planned around high-quality, challenging texts. The children are immersed in this engaging narrative (or non-fiction text), over several weeks, exploring characters, settings, storylines and themes. These units are planned using Literacy Tree Writing Roots. By placing books at the core, we are allowing teachers to use the text as the context for the requirements of the national curriculum.
- Reading at home: Every child will have a book that they have chosen from within their reading range using Accelerated Reader (AR). This book may be chosen from the book trolleys in every corridor or from the school library. Children should read at home daily, including reading out loud to adults. Once they have finished reading their book, they complete a quiz on AR. This enables teachers to track the books children are reading and their understanding and forms a 'reading record' for each child.
- Assessment: Regular, half-termly assessment of reading takes place using Star Reading assessments online. Formal written assessment of reading using the New Group Reading Test (NGRT) will take place twice a year.



READING STRATEGY: YEAR 3 TO YEAR 6

The strategy set out below will be quality assured by the reading leader, school leaders and Trust leaders. Outcomes from monitoring and evaluation will be shared with the Local Academy Committee annually.

YEAR	SUPPORT FOR STUDENTS NOT YET AT EXPECTED STANDARD OF PHONICS / FLUENCY AND AUTOMATICITY	READING IN SCHOOL	READING AT HOME	ASSESSING READING
3	Lexia/daily reading/Phonics	Daily lesson teaching of reading fluency and comprehension. Daily writing lessons follow the Literacy Tree Writing Roots scheme using high quality texts to support reading and writing progression. Daily independent reading time during morning welcome time with opportunity to complete AR quizzes in school.	Children take an age-related book home to read to and enjoy with parents / carers. This book will be chosen from within their AR reading range. They will then complete a quiz on the book, which can be accessed at home. Teachers will monitor children's reading frequency and accuracy using AR reading records.	STAR Reading half-termly New Group Reading Test termly. Assessments are analysed by teachers and senior leaders to identify children who require support and the type of support that is needed.
4	Lexia/daily reading			
5	Lexia/daily reading/Fresh Start			
6	Lexia/daily reading			
For those not making expected progress using Lexia or Phonics support, further specialist assessment may indicate the need for daily 1:1 Toe by Toe or Hornet instruction.				