



St Joseph's Catholic Primary School – Reading Intent, Implementation and Impact



*“Jesus light our way on our faith journey.
Be our guide, our joy and our hope, as we learn, live, love and pray together.”*

Reading Statement of Intent

The intent of our reading curriculum is to ensure that all pupils leave St Joseph's Catholic Primary School being able to read fluently, with a good comprehension of what they have read. It is our intention to provide pupils with access to a systematic synthetic phonics programme, so that they can learn to identify graphemes and their associated sounds and apply this to be able to read. Throughout their time in school, we intend to provide pupils with the opportunity to experience and be exposed to a range of texts and text types, which will develop in difficulty and challenge over time. Pupils will be exposed to a sequenced curriculum, which allows them to explore texts through different areas of the curriculum, with the intention that they will develop their knowledge and understanding in a range of subject areas. We intend to develop a love of reading for pupils, so that they can develop their own tastes and preferences for different authors, texts and genres.

Reading Implementation statement

Having trialled and investigated different schemes, school have chosen an SSP, which we feel would be most accessible and impactful for our pupils: Essential Letters and Sounds. This scheme links very well with the previous systems used in school and is easily married up with existing texts and practices within school. It is well-structured and well-resourced and all staff have received relevant CPD in order to ensure that it can be delivered well in school.

From their entry into school in Reception class, pupils are exposed to a robust and purposeful SSP, which allows them to learn and practice their phonics on a daily basis. The SSP is used daily in KS1 across the different phonic phases, so that phonic knowledge is developed and built upon over time. Pupils who are not in KS1, but still require phonic teaching are also exposed to phonics where necessary.

Our reading curriculum ensures that pupils' vocabulary and language is developed throughout all key stages, so that our pupils learn to read fluently and with understanding. Reading is taught in a range of ways, across the different subjects throughout the school. Whole school, we follow the 'Oxford Reading Tree' scheme and as children work through the stages of the scheme, they are heard read regularly by either their teacher or a teaching assistant. The importance of being heard read at home is communicated to parents at the start of each school year through curriculum workshops held in school. In these workshops, our EYFS parents are introduced to the phonics scheme and are taught how to sound the letters correctly, this is revised in the KS1 workshops also.

Guided reading 'lessons' begin in Year 2, once pupils have a more developed phonic knowledge and ability to read words. These sessions are carried out in small groups, where teachers and learning support assistants can closely work with pupils to develop their reading ability and explore pupils' wider reading and comprehension skills, such as: inference and deduction, predictions and summarising. Before year 2, these skills are explored and modelled to pupils verbally in a wider group setting, when exploring texts and stories in the class.

In KS2, whole class Guided Reading takes place and pupils are exposed to a range of challenging and stimulating texts. These texts cover a range of genres and many chosen are 'Power of Reading' books, a reading scheme followed in school. Using these well-planned and engaging sequences of lessons, teachers model the skills of reading and ask a range of comprehension questions. Pupils are given different reading activities and questions, to help them develop in the skills of reading such as:



St Joseph's Catholic Primary School – Reading Intent, Implementation and Impact

word decoding, retrieval, summarising, inference and deduction. Our reading is fed directly in to the pupils' writing and the texts used engage pupils in their writing also. Any pupils who are finding reading difficult are identified quickly and intervention is put in place for them: the reading intervention taking place in school is called 'Code X', part of the 'Project X' reading intervention. Pupils also receive extra phonics and reading support through small 'booster' groups, which is funded using finances from the government tutoring scheme, following the Covid-19 pandemic.

All classes have a reading area and pupils are able to choose their own books from a wide range in our class libraries and school library. As soon as pupils are assessed to have completed the Oxford Reading tree scheme, they will choose their own titles from the books we have in school. School have recently added a variety of different books and texts to each classroom, which are age appropriate, engaging and stimulating. Teachers have also been able to suggest and purchase texts for their classrooms, which are linked to the various topics covered within their year group. A record of books read by our pupils, across the years, is kept in school.

Reading for pleasure is an integral part of the reading curriculum and teachers across all classes share an end of day story with their pupils. At the end of each day, teachers model reading with fluency and expression, whilst reading texts that are often beyond the ability of the class, thus exposing children to higher level vocabulary and themes. Each year, we celebrate world book day, where pupils and teachers dress as their favourite character, we celebrate our most loved authors and books, and we hold book fayres. In EYFS, pupils have a 'Teddy Bear's Picnic', where they bring their teddy to school and read stories. In the Summer term, Y6 pupils also begin to read with EYFS pupils to share a range of stories with their 'buddy'.

Reading Impact statement

As a result of the various reading opportunities offered in school; through exposure to different texts over time; and through the extra interventions and support given, pupils make good progress in reading throughout their time in school. This is evident in the end of Key Stage 2 Statutory Assessment Test results:

For the 2021/2022 academic year, **(25/30) 83% of pupils achieved** the expected standard in reading - **(9) 30% of those** pupils actually achieved at 'Greater Depth'. In comparison, the national average of pupils attaining at the expected standard was 74%.

Upon entering school, most pupils in school are working significantly below the expected standard for their age, which is shown in the initial baseline assessments carried out in the Autumn term in Reception class:

0% of children entered Reception class at the expected level for their age range (ARE), with 41% of pupils being at least 2 (or more) steps behind.

However, **82% of pupils made the expected, or above the expected level** of progress in reading. As a result, the amount of pupils **achieving ARE at the end of EYFS was: 54%**

As the new ELS Phonics scheme has only been implemented since the beginning of this academic year, there is currently no data available at the time of writing. Once the KS1 Phonics check has been carried out, an update will be provided.

For the 2021/2022 academic year end of key stage Statutory Assessment Tests for KS1, **(17/30) 61% of pupils achieved** the expected standard in reading - **(1) 4% of those** pupils actually achieved at 'Greater Depth'.