

Reading Curriculum Statement

Mission Statement

Our school community is rooted in the Gospel and the vision of St. Catherine of Siena. This inspires each of us *'To be who God wants us to be and so set the world on fire.'*

- We are called to love one another as we seek to be the best in all that we learn and do.
- We celebrate and nurture the gifts, talents and skills of everyone.
- We commit ourselves to grow together in faith, love and service.

More specifically, this means we aim to:



Intent

St Catherine's puts reading at the heart of the curriculum. We believe that reading is a fundamental life skill that impacts on all aspects of learning. Our aim is to deliver a curriculum that enables our children to be ready for the next stage of their education at the end of each phase and to be 'secondary ready' when they finally leave us at age 11.

We want every child to love reading and to want to learn to read for themselves. Therefore, we aim to inspire a true love of reading, whereby our children are enthusiastic and motivated readers who feel confident to be able to talk about books and authors. We ensure our children have access to a high-quality English curriculum that is both challenging and enjoyable for all readers.

We teach our children to be inquisitive readers, provoking thought, leading to children who enjoy asking questions about the texts they are reading; allowing them to gain a deeper understanding of what they have read. We recognise the importance of reading wide and often and so ensure our reading curriculum is broad and balanced. Stretching across a wide

range of genres, we teach a variety of discreet and cross-curricular learning opportunities, so that the children truly appreciate our literary heritage. In turn, this enhances our children's vocabulary through exposure to high quality texts that they may not normally read.

We value the importance of being a confident reader and work hard to develop children's reading skills. At St Catherine's, we strive to develop our children's phonetic skills which leads to them reading accurately and fluently. We also value the importance of strong links between the teaching and learning of reading and writing and this is clear in our English curriculum.

Implementation

At St Catherine's we are proud to offer our pupils a rich reading curriculum which provides a wealth of opportunities to enjoy reading in many different ways. These include, a daily 'Drop Everything and Read', 'extreme reading' challenges, author visits, weekly library visits, close links and summer challenges in partnership with our local library. We also celebrate an annual storytelling week which encompasses a variety of activities including, drop in and read sessions with parents, bedtime stories, 'story in a jar' competitions, book swaps, shared stories across year groups, a book fair and the all-important World Book Day, which is fun for all. We are lucky to have many enthusiastic parent volunteers who come into school weekly to support with a range of curriculum areas, including reading. Our avid KS2 readers are 'buddied up' with children from EYFS and KS1, which encourages younger children to read and the chance to share stories. Through our active social media and school website, we also promote reading by posting teachers reading bedtime stories from home, which has been an invaluable tool during home learning.

Developing reading skills is of fundamental importance within the Early Years. There is great emphasis on the teaching of phonics, which begins with Phase 1 within Nursery, moving onto Phase 2, 3 and 4 in Reception, Phase 5 in Year 1 and Phase 6 in Year 2. Skills are built upon as the children progress through school. Phonics is taught daily to all pupils within EYFS and Key Stage 1.

Children have the opportunity to revisit previous learning, learn new skills, practise and furthermore apply their increasing knowledge in a stimulating and engaging environment. This supports children's ongoing reading development. All children have daily opportunities to explore and read a variety of reading materials in school, including reading regularly on a 1:1 basis with an adult. Each classroom has an inspiring reading area, which children are able to access throughout the day, choosing a book of their own choice. In addition to this, all children attend our EYFS and KS1 library weekly, where they can select a book of their own choice to take home for the week.

Guided reading sessions are planned and implemented weekly across EYFS and KS1. In Nursery, children have focus reading sessions in smaller groups, where they share a familiar story together. In Reception and during the first half of the year in Year 1, children are grouped and have small guided reading sessions led by an adult. Children focus on a book which is one band above the colour band of their home reading book.

During the latter half of Year 1 and throughout Year 2, children follow a carousel approach to their guided reading sessions. Every child from Reception upwards is given a home reading book that they can take home and enjoy. We encourage children to read daily with their parents and recommend the local authority's guidance of 'Take 10 minutes to read', in partnership with readmanchester.org.uk. We ask parents to use their child's reading record to comment on reading with their child and as a method of communication between home and school regarding reading.

Where possible, in Reception and Key Stage 1, all children are given a decodable reading book which specifically matches the phonics level they are working at, to build on their skills and consolidate their learning of sounds. Books are banded by colour and vary in a range of ways including layout, size, vocabulary and length, to give children a rich diet of literature.

Some of the schemes of books we use in school are; Floppy Phonics, Big Cat Collins, Alien X Adventures and Oxford Reading Tree. Where children are not reaching the standard for their age, interventions are put into place to support these learners, including additional guided reading opportunities, daily reading sessions with an adult, additional phonics lessons and reading with one of our parent volunteers. In Key Stage 1, some children will access an additional intervention- Wave 3 Fischer Family Trust.

In KS2, whole class Guided Reading sessions focus on reading skills - recording and retrieving information, inference with evidence, words in context, enhanced meaning and choice, summarising main ideas, comparisons within text. Through our Pathways to Write programme of study, the children are accessing many different types of text which in turn encourages them to think about different styles of reading, their intonation and expression to convey the essence of a book. Our Pathways To Read programme of study has strong links with our writing programme, helping to continue to build links across our English curriculum. Those children in who need extra support with their reading attend intervention sessions each week, sometimes on more than one occasion to allow them to develop, embed and progress with their phonics and fluency. Programs such as 'Nessy' are used to facilitate this intervention.

Again, we have a very supportive parental input and through the home reading diaries, the pupils' parents are able to question their child on what they have read, asking questions appropriate to their text whether it is fiction or non-fiction, enabling children to practice those retrieval and inference skills from home. St Catherine's has two school libraries (EYFS/KS1 and KS2) which boast a wide range of non-fiction, fiction, magazines, newspapers and a variety of reading materials. All books are on our library scanning system. Each class is timetabled once a week for a library session and all children from Nursery to Y6 take home a library book of their choice.

Impact

As a result, we have a community of enthusiastic readers and writers who enjoy showcasing their developing literacy skills. They are confident to take risks in their reading and writing, and love to discuss and share their ideas.

Impact is measured through end of Key Stage Assessments in EYFS, Y2 and Y6 as well as phonic outcomes in Y1 and Y2. All other year groups use the NFER tests alongside O Track

which is used as an ongoing assessment tool for all year groups and data from this is analysed termly.

Throughout the course of the year, the subject leaders will complete pupil voice, observations of reading and book looks. These judgements will inform the curriculum and whether children are ready to progress on their reading journey.