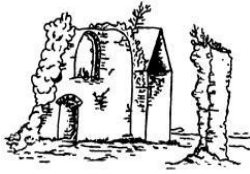


The Priory Catholic Voluntary Academy

Part of the Saint Ralph Sherwin Catholic Multi Academy Trust



Reading Statement of Intent

Intent – What we teach and why we teach it, ambitious for all.

The context of our school

At The Priory Catholic Voluntary Academy, it is essential that our approach to teaching reading is accessible to all learners, regardless of background and any SEND, and regardless of whether they are disadvantaged or not. Every child is unique and special in the eyes of God and we must empower them with the gift of reading. We believe reading at the expected level is the key to accessing the full curriculum. Through instilling the WE CARE characteristics in our pupils at The Priory Catholic Voluntary Academy pupils become enthusiastic readers and resilient decoders.

Teaching reading: Pupils who have exited the Little Wandle programme

Teaching reading through *Little Wandle Letters and Sounds Revised* in Key Stage 1, empowers our pupils to read with fluency, prosody and understanding. We want our pupils to transition from learning to read to reading to learn as quickly as possible. When our pupils complete the reception and year 1 *Little Wandle Letters and Sounds Revised* programme, they can read phase 5, set 5 books at a rate of 60+ words per minute and have all the knowledge and skills to pass the Phonics Screening Check at the end of Year 1.

Year 2

In year 2, our pupils review phase 5 before bridging to spelling. These pupils complete the alphabetical code before completing a 20-week spelling programme. (*See Year 2 programme progression.*)

Pupils who have exited the *Little Wandle Letters and Sounds Revised* programme in year 2 continue to receive three reading practise sessions a week with a teacher or TA focusing on decoding, prosody and comprehension. However, they practise reading books which are beyond phase 5 set 5. These books focus on the application of the complete alphabetic code and focus on building fluency from 60+ words per minute to 90+ words per minute by the end of year 2 with more ambitious chapter books containing more challenging vocabulary.

Year 2 pupils who did not pass the Phonics Screening Check at the end of Year 1

Pupils must complete the Reception and Year 1 phonics programme and read every book up to and including phase 5, set 5. Year 2 pupils who did not pass the Phonics Screening Check in Year 1 will complete or revisits parts of the *Little Wandle* programme. They will also continue to receive their three reading practise sessions in line with the *Little Wandle* programme. These pupils will also receive extra keep up sessions and extra reading sessions whenever possible so the gap between themselves and their peers does not widen.

Teaching reading: Key Stage 2

When our pupils begin Key Stage 2, they are confident, fluent readers who read at pace with expression and understanding. They have the bedrock of knowledge to tackle longer, more complex texts and books.

Pupils in Key Stage 2 have reading lessons four times a week. During each session, pupils participate in a shared reading session as a class with a focus around a particular strand of the reading curriculum such as retrieval, inference, vocabulary, summarising etc. (See *Key Stage 2 Reading Progression Documents* for full coverage.) In Autumn 1, Spring 1 and Summer 1, texts will be shorter and cover a range of text types. In Autumn 2, Spring 2 and Summer 2, pupils read and complete work around carefully selected novels. We follow the National Curriculum in Key Stage 2 reading lessons while also ensuring the texts we choose to use reflect our pupils and the world they live in. (See *Key Stage 2 Reading Spine Rational*.)

Pupils take home a colour-banded book of their choice (within a set colour) to read at home. (See *Book Band Year Group Expectations document*.) They also take home a pleasure book for a family member to read to them. **We strongly believe a pupil is never too old to be read to.**

Teaching reading: Pupils in Key Stage 2 who did not pass the Phonics Screening Check at the end of Year 2

We timetable phonics lessons for any pupil in Key Stage 2 who did not pass the Phonics Screening Check. These pupils urgently need to catch up, so the gap between themselves and their peers does not widen and so they are not limited in their ability to access the whole curriculum. We use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up programme – at pace. These short, sharp lessons last 15-20 minutes and have been designed to ensure pupils quickly catch up to age-related expectations in reading. The lowest 20% of year 3 and 4 pupils also have additional guided reading sessions to focus on fluency, expression and comprehension.

A very small proportion of pupils with complex special educational needs and disabilities will need reasonable adjustments to support them in their reading development. A very small proportion of Key Stage 2 pupils may be taught to read through a whole word approach such as action words or through studying words using a morphological approach.

Reading for pleasure, our culture of reading and personal development

At The Priory Catholic Voluntary Academy, we value reading as a crucial life skill. By the time pupils leave us, they read confidently for meaning and regularly enjoy reading a variety of books for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our pupils to see themselves as readers for both pleasure and purpose. We read to our classes daily and each class has an inviting reading corner.

At The Priory Catholic Voluntary Academy, we believe pupils' confidence and self-esteem can be linked to their successes in reading. This is why we have a culture of reading continuing from Key Stage 1 into Key Stage 2 with reading lessons and daily story times. We enrich our reading curriculum with visits to the library and celebrations of reading events such as World Book Day.