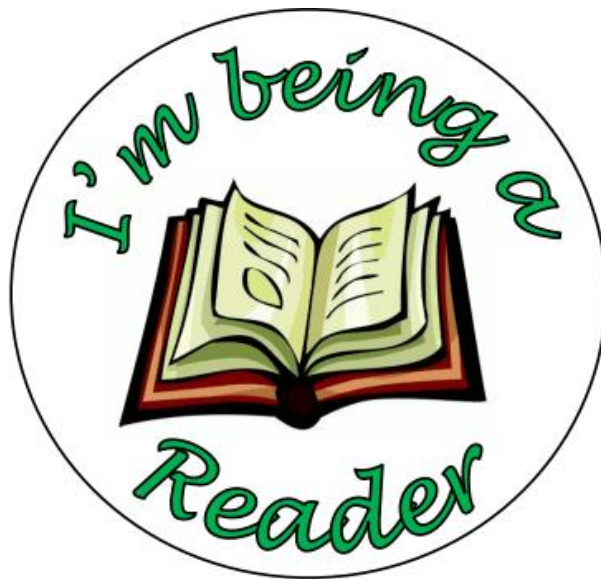




Being a Reader at St Chad's



What do we want Reading to look like at St Chad's?

“Reading is like breathing in, and writing is like breathing out.”

Pam Allyn

This quote perfectly summarises our reading curriculum at St Chad's. With a passion for developing a real love of reading from EYFS to Year 6, we want to provide engaging reading opportunities, linked within our school's connected curriculum.



The 5C's of Learning

Alongside St Chad's vision of 'learning to love, loving to learn', our 5Cs of learning drive the creation of our curriculum. Further information as to how the 5C's of learning positively support the teaching of reading, writing and oracy can be identified in the table below.

St Chad's 5 C's	How are the 5Cs used within English?
Community	• Visits and Visitors, including virtual events • Carefully chosen fiction and non-fiction books in school, which can enrich children's understanding of the world around them • 'Book at Bedtime' after school event
Communication	• Oracy skills teaching, progression and opportunities woven through our English and wider curriculum • Teacher's 'think aloud' while modelling and discussing writing • All children receive structure, modelled, guided reading at least three times a week • Stem sentences support learners • Language interventions, such as NELI and TalkBoost, close the gap for our learners who need more support • Speech and Language Therapist in school • Use of dual coding to support communication development
Curiosity	• We buy books that are intended to spark interest and excitement from our learners • Books used for writing often have cross-curricular links to support our children's growing understanding of the world around them • Children are encouraged to ask questions, think deeper and wonder
Collaboration	• End of unit oracy projects are often partner / group presentations or discussions • Children read with their 'reading buddies' every half term • We use regular peer assessment and whole class conferencing to move our learning forward • We work together to co-plan our sentences and ideas through the 'we do' section of our lesson's pedagogy
Creativity	• We make links with our wider curriculum • We use carefully chosen texts to spark creativity and interest in our readers, writers and speakers • We celebrate children expressing their ideas through drawings, presentations, discussions and a huge range of different writing opportunities. • We use ICT, colourful semantics, widgit software and different writing devices to support and include all our learners

Reading Intent

At St. Chad's we put reading at the heart of the curriculum. It is a platform that allows our children to see beyond what they already know, share in cultural experiences, see themselves represented in literature and develop the vocabulary they need to effectively express themselves. We believe reading is an entitlement and a fundamental life skill. We strive to foster a love of reading at school and at home. We support children to develop strategies to move themselves forward with their fluency and comprehension skills so that they can use these to explore and understand the world we live in. We expose children to reading in different contexts and genres to help them build their own imaginations and knowledge bases through high-quality texts. Well-trained staff deliver effective interventions to support any children who come across barriers with reading.

Through this we aim to help our children:

- Gain a life-long enjoyment of reading and books;
- Read accurately, fluently and with understanding;
- Apply a knowledge of structured synthetic phonics to decode unfamiliar words with increasing accuracy and speed;
 - Be able to read with expression, clarity and confidence;
- Develop a good linguistic knowledge of vocabulary and grammar;
 - Develop a deeper level of emotional intelligence and empathy;
- Read fluently, and with confidence, in any subject in their forthcoming secondary education.

Reading in the EYFS Curriculum

Reading, writing and oracy are closely entwined in our Early Years Curriculum. Each day we use **Drawing Club** (an approach developed by Greg Bottrill) to support our children in learning new, exciting vocabulary and this is revisited regularly to help to embed it into long-term memory. We teach phonics through **Little Wandle** and run extra 'Daily Keep Up' sessions for any children who need a little extra support. In EYFS, children begin our staged reading scheme and read three times a week with an adult in school. During these three reads we focus on three different reading skills: decoding, prosody and comprehension, to help build readers who enjoy and fully understand the texts they are reading. After reading a book in school three times, our children then take this book home alongside a 'richer read' text that they select themselves from our classroom libraries. We have this approach to home reading books throughout the school and use this to support the development of a love of reading as well as ensuring progress through building fluency, prosody and comprehension skills.

Phonics

At St. Chad's, we provide effective phonics provision from the start of Early Years Foundation Stage (EYFS) to ensure that children enter Key Stage 2 with the ability to read fluently, with understanding, across all curriculum subjects.

To do this, we follow **Little Wandle**, which is a DfE validated systematic, synthetic phonics programme. Children's progress is tracked closely and re-assessed formerly every half term. Through this tracking, timely interventions can be put into place for any children not making the expected progress. These interventions are run daily, and the aim is for them to support all learners with **keeping up, not catching up**. Phonics is taught through the revise, teach, practise, apply teaching sequence and includes both reading and spelling.

Example EYFS phonics planning:

Weekly grid Reception Phase 2

Autumn 2 week 2

Lesson focus	Revisit and review	Teach and practise							Practise and apply		
	GPCs	Pronunciation phrase	Initial/end sounds: What's in the box?	New GPC and mnemonic	Formation phrase	Oral blending	Teacher-led blending words Independent reading	Tricky words	Read the phrase	Spelling	Reading practice sessions with wordless/decodable books three times a week
v volcano	ckleuoahbfrl llffssj	Put your teeth against your bottom lip and make a buzzing sound vvvvv	volcano van vegetable	v volcano 	Down to the bottom of the volcano and back up to the top.	v-a-n v-e-t j-a-m	Teacher-led blending: Review: jam jug mess hill New: van vet Independent: fat peck	New: and** Review: the put* pull* full*	a fat hen on a hill	fat	
w wave	ckleuoahbfrl llffssjv	Pucker your lips and keep them small as you say w w w	wave wig web	w wave 	Down and up and down and up the waves.	w-e-t w-i-g w-a-g	Teacher-led blending: Review: van off fuss New: wet wig wag Independent: dig sock	New: has Review: the put* pull* full* and**	a red sock in a van	sock	
x box	ckleuoahbfrl llffssjvw	Mouth open, then push the cs/x sound through as you close your mouth cs cs cs (x x x)	fox box wax (candle)	x box 	From the top, across the box to the bottom. From the top again, across the box to the bottom.	f-o-x s-i-x b-o-x	Teacher-led blending: Review: win pick bell New: fox six box Independent: hiss sad	New: his Review: has the put* pull* full* and**	a sad cat on a bed	sad	
y yoyo	ckleuoahbfrl llffssjvw x	Smile, tongue to the top of your mouth; say y without opening your mouth y y y	yellow yoyo yap (dog)	y yoyo 	Down, around the yo-yo and curl round the string.	y-e-s y-u-m y-a-p	Teacher-led blending: Review: vet fix wax New: yes yum yap Independent: hug fun	New: her Review: his has the put* pull* full* and**	a big dog at the vet	hug	
Review	ckleuoahbfrl llffssvwxy	Graphemes to display: v w x y	Match initial/end sound of object to grapheme: fox wig van yoyo			Blend from the box w-e-b j-e-t b-o-x y-a-p (dog)	Teacher-led blending: web jet box yap sack hiss jug Independent: nap rock Play Change It: leg peg peck pet vet yet yes (use cards, not words)	Review: his her has the put* pull* full* and**	a nap in a box	rock	

Example Year 1 phonics planning:

Weekly grid Year 1 Phase 5

Autumn 2 week 2

Lesson focus	Revisit and review			Teach and practise					Practise and apply		
	GPCs	Words	Tricky words	New GPC	Oral blending	New words	Example definitions and sentences	New tricky word	Read/write the sentence	Spelling	
/oa/ o go	oa oy ea ir ie oo oo u	unit music glue three melt children	your people their oh	/oa/ o	m-o-s-t p-o-s-t o-p-e-n	[no so go] open most post	open We can open lots of things: a door, a letter, a book. most The greatest amount. post A post for a gate or post that is delivered, like a letter.	Mr	"I can open the most post," boasted the otter.	both go + Mr	Reading practice sessions with decodable reading books three times a week
/igh/ i tiger	igh oy ea ir ie oo oo u oa o	open post unicorn spill thunder stamp	your people their oh Mr	/igh/ i	ch-t-l-d w-t-l-d k-l-n-d	child tiger spider find wild kind [I]	wild Something that lives in nature, like a fox, deer or tiger. kind When you do something to make someone happy.	Mrs	I found a spider in my post!	child kind + Mrs	
/ai/ a paper	ai ay ea ir ie oo oo u oa o igh i al a	child tiger most spark blink shampoo	your people their oh Mr Mrs	/ai/ a	p-a-p-e-r l-a-t-e-r ch-a-s-t-ng	paper later chasing basic baking acorn	later A time that is after now – Later on, we will go to the park. basic Something very simple. acorn The nut that grows on an oak tree.	Ms	The wild tiger was chasing an acorn.	basic acorn + Ms	
/ee/ e he	ee ea ir le oo oo u oa o igh i al a	paper chasing wild broom sink read	your people their oh Mr Mrs Ms	/ee/ e	f-e-v-e-r s-e-c-r-e-t b-e-t-ng	[me we she be] fever sel/cret being	fever If you are ill and very hot you have a fever. secret Something that you don't want to tell anyone or share with anyone.	ask*	She likes to read in secret.	fever me + ask*	
Review	oa o igh l al a ee ea e ir ie oo oo u	Sort the words by phoneme: blink wild kind sing find unicorn	your people their oh Mr Mrs Ms ask*	n/a	n/a	Match the words to the pictures: spider paper post acorn tiger child	Quick review: most later open fever chasing basic baking secret being	n/a	Write: I am proud of my blue painting.	post paper	

We recognise that systematic, high-quality phonics teaching is essential, but additional skills and opportunities are required for children to achieve the goal of being a well-rounded reader. This is why we read with every child in Key Stage One three times a week in a small group. During these groups, we focus on skills of decoding, prosody and comprehension.

Children who are unable to achieve the phonics expected standard will continue to receive phonics and reading support into Year 2 and beyond. We do this through Rapid Catch-Up sessions. These sessions are clearly structured and closely monitored to check progress and ensure teaching is personalised. Rapid Catch-Up consists of 3 x phonics lessons and 3 x group reads, weekly. The texts used with Key Stage 2 children following this programme are age appropriate in content, regardless of their reading abilities.

Guided Reading

Once children have achieved a secure basis for reading, it is developed during whole class guided reading sessions, using high-quality text extracts and focused skills teaching. Children read and enjoy fiction, non-fiction and poetry, which are linked to topics across the curriculum, where relevant. We follow the **Chris Such fluency first** approach to teaching reading through Key Stage 2, which follows a similar structure of focus and approach to Little Wandle reading sessions. In Key Stage 2, the three weekly reads are broken down into fluency, extended and close reading sessions. Across the school, we also spend time exploring authors, giving recommendations, having book talk and practising key comprehension written skills. An example week of guided reading in KS2 could look like this:

Monday	Tuesday	Wednesday	Thursday	Friday
Fluency Reading	Extended Reading	Close Reading	Reading for Pleasure activities	Quick Comprehension (the only written activity for the week)

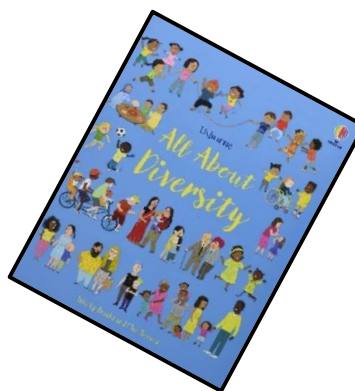
All classes also enjoy a class story at the end of the school day and use a different text as a stimulus for their writing throughout each week.

Our English Curriculum

It is important to us that our English Curriculum links into our wider connected curriculum as closely as possible. We immerse our children in a language-rich environment and texts that excite, enthuse and inspire them to flourish as learners. We aim to instil a lifelong love of reading in our children so choose every text carefully to ensure their imagination is captured and they are exposed to a variety of different genres and text types. These texts provide us with a stimulus for purposeful writing opportunities, which are often cross curricular.

Developing Children's Cultural Diversity

To enable children to explore the world around them, it is vital we teach and educate our children about the culturally diverse world that we live in. Therefore, across the school, children have the opportunity to read and learn from fiction and non-fiction texts written by authors from a variety of countries and ethnicities. Within the fictional books we have in school, our children also develop an understanding of characters that are traditionally under-represented within children's books as well as seeing themselves in the books we have. At St Chad's we put huge value on this and strive to ensure all our children, and the people they may meet, are represented through the books we have available in school.



Developing a Love of Reading

All classrooms at St. Chad's have a reading area. The reading books are organised into genres and children are taught how to select books they might enjoy. Every child from EYFS to Year 6 has a levelled reading book, based upon their fluency, prosody and comprehension skills, to take home. As a school, we want to promote a love of reading within our children, therefore, alongside the staged reading book, children will also be able to take a 'Richer Read' book from our class libraries. The aim of this is to help boost vocabulary and an enjoyment of reading. We constantly review and monitor the reading books the children are taking home and try to encourage a broad range of reading.

We have also just received funding from 'Libraries for Primaries', so will also be able to offer our children a separate library space to visit within school for them to explore, relax in and borrow books from. This is coming in early 2027.

We promote and celebrate reading in a huge number of ways at St. Chad's Primary School, for example:

- We have a whole school Reading Reward Scheme, where children earn punches on their 'reading punch card' every time they read at home. Once they complete their card, they are celebrated in our I Can Achieve assembly and receive a special reading prize. We have bronze, silver and gold level punch cards and the reading prizes increase as the children work through the different levels.



The image shows a 'Reading Reward Punch Card' template. It has a blue border and features the school crest on both sides. The title 'Reading Reward' is in large blue letters, with 'Punch Card' in smaller blue letters below it, flanked by two gold stars. There are fields for 'Name: _____' and 'Year: ____'. At the bottom, there are two rows of numbered circles from 1 to 20, representing punch holes.

- We run a 'Book at Bedtime' event every year where the children are invited back into school to enjoy great books in their pyjamas (with chocolate milk and biscuits!)
- World Book Day is celebrated as an off-timetable immersion into activities relating to excellent books and themes our children may not have previously been exposed to.
- We have 'reading buddies' throughout the school (a Key Stage 2 child carefully matched to a Key Stage 1 child) who meet at least once every half term to share their favourite books and bond over a love of reading.
- We bring the bookfair to school at least twice a year.

- We attend virtual author and illustrator events and follow these up in school
- Our Year 6 children compete in a Poetry Slam competition with our family of schools (The Bridge) at UWE each year.
- We have an outdoor library and huge, comfy beanbags, so our children can choose to read during their down time.
- We try to follow our children's interests when buying new books for school and do regular pupil conferencing and / or surveys to find out what is most popular at the time.

Home Reading

We understand the significance of parents and carers in supporting their children to develop both word reading and comprehension skills, so we endeavour to build a home-school partnership which enables parents and carers to have the confidence to support their children with reading at home. We run parent workshops regularly to support with understanding phonics and are always available to support, give advice and signpost when any family is unsure of what to do to support their child. We know that reading pleasure is beneficial not only for reading outcomes, but for wider success, learning enjoyment and mental wellbeing, therefore, we work hard to foster a love of independent reading and build communities of engaged readers.

Monitoring

Regular monitoring ensures that standards remain high in the teaching of reading. Examples of monitoring include learning walks, governor visits, pupil surveys and pupil conferencing. Feedback given from any of these forms of monitoring is acted upon in a timely manner, where required.

Impact

Our intended impact is:

- Pupils will leave our school with a life-long love of reading
- Pupils of all abilities will be able to succeed and access their lessons
- Pupils will use a range of strategies for decoding words, not solely relying on phonics
- Pupils' reading skills will improve year on year, in line with age related expectations

- The percentage of pupils working at EXS within each year group will be at least in line with national averages
- The percentage of pupils working at GDS within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils (e.g. FSM vs non-FSM children)