



Early Reading at St Alban's



"Reading is the gateway for children that makes all other learning possible." Barack Obama

Rationale

Our overarching aim is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Reading is given priority at St Alban's, as we recognise that reading is the core skill to everything that children learn, thus meaning that everything else depends on it.

Curriculum Intent

We aim to enable all pupils to **read easily, fluently and with good understanding** by the end of Key Stage One. We ensure that we **develop their skills in comprehension, vocabulary and spelling.**

We aim to maximise the learning of all children through a **'Keep up not catch up'** philosophy. We have a relentless determination that no child will fall behind. Children are given every opportunity to ensure that they 'keep up' with the curriculum and meet or exceed end of year expectations. This eradicates the necessity to **'catch up.'**

We are committed to sharing **high quality and vocabulary rich texts across the curriculum** so that children may develop knowledge of themselves and the world in which they live.

We want all of our children to establish an **appreciation and love of reading** at all stages of their learning journey.

Once our pupils have unlocked the key to reading here with us at St Alban's Catholic Primary, it is our intention that they will be able to apply their reading skills **in order to access any subject in their secondary education and beyond.**

Impact

KS2 2023 Reading 90% EXS+ 57% GDS

KS1 2023 Reading 83% EXS+ 23% GDS

Y1 PSC 90% Y1 93% End of Y2

Implementation

We support all children to learn to read through **clear leadership; consistent teaching and learning approaches;** regular monitoring and assessment along with a joint commitment between school and home.

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. With decoding taught as the prime approach to reading, pupils will become familiar with this strategy and have the confidence to work out unfamiliar words in any new texts they encounter, even when they have come to the end of the Read Write Inc programme.

Continuous assessment ensures children are challenged and children who may need additional support are identified. **Timely intervention** is planned for those children working below expected levels as soon as their needs are identified.

We use 'The Literacy Tree' **book-based sequenced planning resources** for Y2-Y6 designed to support teachers with the teaching of reading, using whole books, rather than extracts. We encourage our pupils to discover new information and develop their comprehension skills by **reading widely using both fiction and non-fiction texts.**

Class teachers select books to **read aloud** based on 'Talk through stories' in Reception and KS1 and recommended reads from the Book Trust in KS2 and suggestions from pupils. We ensure that pupils hear a wide range of texts.

We provide **opportunities where pupils can listen to stories/texts or read independently** in a quiet and reflective environment. We have a bank of stories, poems and other texts which are not only used as a stimulus or link within lessons but are used to discuss feelings, familiar situations, different cultures, current issues or read just for fun. Every class has their own class reading areas with carefully selected books that can engage, challenge and act as a window or mirror into other lives and worlds!

Strategies

Through sequenced lessons, key questioning and opportunities to talk and share thinking, we encourage children to become critical readers and acquire an authorial styles as they encounter a wide-range of significant authors and a variety of fiction, non-fiction.

Home/School Partnership

Reading Inspire Workshops involving parents Autumn/Spring to promote parental support and engagement.

1:1 meetings with parents of those children needing additional support – resources and strategies shared.

Ability matched home reading books are sent home with reading diaries.