

# St. Joseph's Catholic Primary School



HEAD TEACHER: MRS. A. D. THORPE

CHAIR OF GOVERNORS: MRS. C. HORSLEY

Front Street, Stanley, Co. Durham. DH9 0NP  
E.mail: [stanleystjoseph@durhamlearning.net](mailto:stanleystjoseph@durhamlearning.net)

Tel: 01207 232624  
Website: [www.stanley-pri.durham.sch.uk](http://www.stanley-pri.durham.sch.uk)

## Reading Curriculum Intent.

The introduction to reading is the bed rock upon which all learning is built. We believe that it is how our pupils will become lifelong learners. Within St Joseph's, reading is hugely valued and it is actively shared and enjoyed with pupils, parents/carers and their families. We believe that by celebrating the importance of reading this gives us our pupils a good foundation to build upon.

Where children have not had these pleasurable reading experiences pre-school, we have to develop and nurture this by introducing stories in a pleasurable and relaxed environment. From the very early days in school, children are read to through a wide variety of stories, rhymes, poetry and non-fiction texts in groups and individually. Children are encouraged to discuss stories and where appropriate relate them to their own experiences then, with the help of relevant questioning, offer opinions about the plot, settings, narrative and characters. The differing skills needed to access both fiction and non-fiction books are introduced early and referred to frequently. A progressive programme of phonics teaching is in place (Letters and Sounds / Phonics Play) which teaches segmenting and blending skills as well as tricky word recognition in Reception and consolidate in Year 1. Fluency is then developed and supported through the use of a scheme of books designed to support pupils as developing readers. Once fluency develops, pupils are offered a choice from a wide selection of books both from the scheme, and at an age appropriate level, free choice literature to enhance and develop their love of reading. A range of information books are normally displayed in classes to support the relevant in class learning. We offer a great variety of fiction, poetry books and non-fiction texts alongside a structured reading scheme to develop and build up children's reading ability. Pupils are encouraged to follow the dual strand of reading for pleasure and enjoyment as well as reading for challenge and academic development.

In Foundation Stage reading is taught through a progressively developed range of supportive activities which are then sent home on a regular basis. Reception parents receive a pack of information which outlines our approach to reading



and how parents can play their part. They also have an opportunity to attend a Reading Information workshop in their child's first year in school. The link between home and school is hugely valued as we believe that the first teachers of our pupils are their parents. All the while activities which encourage rhyme and phonic awareness are on-going in Reception and built upon in Year 1. From the earliest opportunity a reading diary is established as a valuable communication tool between home and school. Parents are encouraged to write an appropriate comment about how their child is progressing, ensuring that both parents and school recognise the value of regular and proactive teaching of reading. Teachers keep records, in school, of each child's phonic ability / word recognition and ability to segment and blend so that next steps are immediately and accurately identified to support systematic and accurate teaching and excellent progress in reading personalised for each child. Success is crucial in developing confidence at this stage. Much praise, encouragement and practise are very important. Our Reception parents are currently (2019-2020) taking part in a national research project 'Tips by Text' which aims to promote and encourage talking about and celebrating learning and reading.

In Reception, pupils are listened to read aloud on a regular and individual basis and books are accurately matched to pupils' phonic ability. In Year 1, small group guided reading groups are introduced in an appropriate way and the use of 'VIPERS' to analyse and teach reading is introduced; for those pupils who are identified as still struggling with their fluency, they are supported individually by staff on a regular basis. From Year 2 onwards, all pupils benefit from weekly guided reading sessions using the premise of 'VIPERS' – staff and pupils have found this a fun and engaging way for pupils to interact with using texts. Pupils continue to access and read individually, at least three times a week, recording this in their own personalised reading records. Again, communication between home and school is essential and positive as a way of supporting and improving the confidence and fluency of all our readers; the more-able readers are challenged to improve their inferential understanding through the reading of more complex texts.

'Oxford Reading Tree' is our main reading scheme, which has been chosen for its wide ranging appeal to all of our children. We do not use it exclusively as we supplement it with other material such as some Read Write Inc books and a wide and varied range of free readers to ensure all learners are supported and catered for individually. Technology also proves to be very useful tool in developing children's reading skills. All pupils, from Year 2 onwards are given a login to access the wide number of Oxford Reading Tree books available. As pupils complete sections of their books there are quizzes and games online to support their understanding of the text they have read, the variety of different and fun ways of interacting with thousands of different texts helps pupils engage with their reading personally. Reading should not be one dimensional but multi-faceted, our pupils are encouraged to engage with different texts in different ways.

In KS1 pupils are encouraged to read daily at home and both parents and teachers log this in their reading diaries. KS2 pupils are encouraged, as part of their homework, to read at least three times a week at home, supplemented by



reading at school as well. Within each Key Stage 2 class library, there are a range of both fiction and non-fiction free reading and book banded texts, which highly experienced teaching staff use to support children access a variety of different and sometimes more challenging texts at both an age appropriate and providing a suitable level of difficulty. Within classes, children are heard to read regularly and those in Y1-Y3 who need further support have small group intervention from a specialist Catch Up reading trained teacher, which is backed up during the rest of the week by two other short sessions with other Catch up reading trained staff. Weaker readers in Y4-Y6 are heard to read in either small groups or individually, depending on their needs by supportive staff to encourage and build fluency and accuracy. These interventions are specifically tailored to each of the pupils needs to ensure all pupils are supported and challenged appropriately. Reading Journal activities are a part of the Key Stage Two homework programme.

Spelling is also routed in excellent reading skills, initially (Reception and Year 1) through the teaching and learning of early phonics and then consolidated (Y2-Y6) and developed through the accurate and systematic teaching of spelling patterns.

As initially identified, reading is the foundation of the whole curriculum, language acquisition plays an essential part in broaden our pupils' experiences. Pupils are encouraged on a daily basis to explore language choices across the curriculum. Pupils are encouraged to explore and develop a broad range of vocabulary from every subject. Eg. History, Geography, Science etc. Pupils are encouraged to access books through a variety of medium, not just lessons; after school enrichment sessions such as 'Story Club' are enjoyed by pupils from Reception to Year 2. The older KS2 children are encouraged to access the 'Net flicks' of reading! STEM club encourages pupils to explore their understating of what different scientists have contributed to society, they have to research and present their findings. As reading is also a social activity and we believe that the benefits of it thread through every subject in school, we want positive role models for all of our pupils so every Friday morning our pupils are paired up across the year groups and family groupings, they spend 15minutes reading to each other and celebrating the joy and love of books with each other. This is a really positive time in our school week and all the pupils love it, it helps pupils to appreciate that reading for please is as valuable as reading for learning. As a Catholic school, our pupils regularly take part in liturgies, whole school masses and collective worship and celebrations. Our pupils take great pride in being able to read aloud, to an audience clearly and with character and presence. All pupils, regardless of ability take their turn in reading in these celebrations to the Parish, parents, staff and their peer groups, this helps build confidence and assurance and an understanding that reading has a variety of purposes.

As a school, we also recognise the value of and essential tool of reading in different contexts, such as visual literacy. In this day and age of pupils seeing millions of images before they leave primary school it is essential that we teach our pupils how to 'read' these images. Pupils need to be taught to contextualise and understand both what they upload to the internet and what they access on the internet is subjective. It is as important for our pupils to 'read'



images as it is words. Last academic year (2018-2019) we trialled a short film and multimedia project with the year 4 pupils based on mining and their local area of Stanley in Co Durham, looking at images through time and analysing their meaning and perceived meaning. This year (2019-2020) the Year 5 pupils are taking part in a nationally funded project called 'Teaching things differently – A programme exploring literacy through photography.' Pupils are encouraged to tell stories and narratives grounded in their locality using images they have created. As our pupils are growing up in an age of media and 'fake news' it is ever more essential to give them these tools of visual literacy alongside and equal to print literacy. We intend to role this out in an age appropriate way over the coming three years for all pupils.

Reading of all types is threaded throughout our curriculum via class texts, individual readers, subject specific targeted texts and digital and visual contexts. Staff are experienced and confident in delivering the National Curriculum through using all these media. High quality modelling of excellent age appropriate challenging texts and images allows pupils of all abilities to enjoy and benefit from a variety of authors. Pupils access reading individually, as a group, as a whole class, through theatre and workshops as it is the vehicle upon which we build the rest of our teaching and learning.

