



# St Mawes Reading

*Be Respectful, Be Ready, Belong*



## Reading Intent Statement

***“Reading is the gateway for children that makes all other learning possible.” – Barack Obama***

At St Mawes we pride ourselves on our vibrant, broad and ambitious curriculum which has been developed in response to the needs of all our pupils and community. Woven through our curriculum will be stories. Stories to bring us closer together, create shared experiences, memories and common bonds. These stories will provoke curiosity, questions and empathy having the capacity to draw pupils in and fire imaginations. High quality and carefully chosen texts will form the golden thread and beating heart of our curriculum.

Our school empowers all children to embrace learning, achieve their personal best and build their emotional, social and physical well-being.

Our curriculum is underpinned by 3 main drivers, which are woven through and identified in the termly topic themes.

Our drivers underpin the learning and experiences we undertake in all areas of school life and ensure our curriculum offer is enriched and personalised to our children and that it prioritises the things we want our children to experience. Key texts are linked to each driver to support with deepening understanding and putting them into context.

These drivers are:

- Aspiration and Personal Development
- Mental Health and Well-being
- Environmental awareness

At St Mawes, it is our intent to provide a high-quality curriculum that develops a love and stamina for reading, the knowledge to decode, unpick and seek meaning in words allowing pupils to excel in all aspects of their learning. Using the aims set out in the Early Years Framework and National Curriculum, we strive to embed fundamental skills for reading, which follow a clear pathway of progression, building year on year and laying the foundations for secondary school.

Children will be inspired to read and enjoy reading through exposure to a literacy-rich environment, with high quality texts from our library and through listening to quality age-appropriate texts in our daily book sharing sessions.

Children will have the opportunity to reflect on texts and make recommendations to their peers. Our children will be encouraged to read regularly and widely at home and share a love of reading with the adults around them.

Reading is at the core of everything that we do at St Mawes, and we are determined that everyone is a reader. Throughout both classes, reading skills are taught and built upon in everyday learning. We have carefully selected texts that complement our curriculum themes alongside those that will raise awareness of the wider world and invoke questions and interpretations of themselves and others. We challenge children in different areas of vocabulary, inference, prediction, explanation, retrieving and summarising of information to draw conclusions from texts and increase their awareness of the world around them. Reading is a paramount tool to allow children to unlock everything around them, to comprehend their experiences and to find pleasure in the magical world of reading.

Our broad and ambitious curriculum continually drives to provide the very best for all our pupils, including those with Special Educational Needs and Disabilities (SEND) and those in other vulnerable groups. Through carefully planned scaffolding and differentiation, all pupils are supported to keep up, not catch up. We believe that every pupil has an equal opportunity to attain good outcomes in their learning, progress and personal development.

## Reading Implementation Statement

### Early Reading

At St Mawes Primary, we believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme.

In Nursery, we use Foundations for Phonics to ensure children are well prepared to begin grapheme–phoneme correspondence and blending at the start of Reception. It contributes to the provision for 'Communication and language' and 'Literacy' (DfE, 2022)<sup>1</sup>; it will sit alongside a stimulating language-rich provision. This programme will ensure all pupils are developing an awareness of sound, through activities that develop focused listening and attention, including oral blending.

The above provision will ensure children are in the best possible place to begin Phase 2 at the very start of Reception and some children may be ready for Phase 2 teaching in Nursery.

We follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory. Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable as we strive to maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.

Our ongoing, 6-weekly assessment of children's phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If any child does fall behind, targeted support is given immediately through daily 'keep up' sessions.

## **Reading after Little Wandle and Reading for Pleasure**

At St Mawes we embrace a reading for pleasure and a love for reading climate in our school environment and within the views and attitudes of children and staff. Once pupils have completed the SSP, our teaching is delivered through an approach called Vipers. Vipers encompasses a range of skills of vocabulary, inference, prediction, explanation, retrieval and summarising. Each skill is taught explicitly and embedded with a variety of texts, question types and modelling daily from teachers. Children are exposed to literature that reflects their half termly topic and highlights different genres, thus enabling a broad understanding of reading comprehension in addition to deepening knowledge of their topic area. Opportunities to read aloud are provided regularly to encourage a culture of confident readers, fluency in speech and greater understanding of the words in front of them. Furthermore, we offer interventions to support gaps in reading and challenge misconceptions that children might have. These interventions follow the Little Wandle scheme. On top of our daily reading lessons, we provide bespoke phonic (Little Wandle) sessions for children on a 1-to-1 basis and an ever-growing library which covers a range of titles, authors and levels for children to access.

We assess reading half-termly and termly using 2Eskimos and Test Base, which allows us to track progress and identify where their skills are being met and need further support. Across the school reading rewards are used as positive reinforcement of regularly reading at home and school, showing progression in reading, using acquired skills in reading and to celebrate success for our children.

Reading at our school is closely monitored through learning walks and book looks to ensure high quality of reading and that quality of teaching and understanding is assured across the school. We endeavour to identify strengths within the school, share great practice, observe and support one another and find opportunities to develop our reading offer.

A fundamental principle of reading is making memorable experiences and opportunities for children to live and breathe their reading. We celebrate reading through storytelling experiences, World Book Day, author days such as Roald Dahl and with real-life experiences relating to a text. Vocabulary, passion and opportunities are rich around our school environment and so is our love of reading!

## **Reading Impact Statement**

As a result of our vibrant and broad reading curriculum, we aim to create a reading culture that enthuses joy and love for reading. We want to inspire a curious and questioning approach for children to explore their world of reading and seek their own meanings from texts. We promote discussion of our interests and measuring passion for reading through reviewing and referring texts to others. We will be continuing to measure impact with learning walks, monitoring and regularly gaining pupil voice. We will see children who are able to articulate their ideas, use insight and reasoning behind comprehending questions and texts and having a profound enthusiasm for a wide range of reading materials, literature and genres.

Additionally, the teaching of reading will be consistently a high standard full of opportunities to challenge children and extend their knowledge. Underpinning everything that they learn, children will be empowered to become fluent readers and thinkers and share their experiences in their reading, into their wider world and understanding.

