



SUBJECT

Intent

At Cardinal Newman Catholic Primary School, reading is a top priority and is a key driver within our curriculum. It is our intention to ensure that by the end of their primary education, all pupils can read fluently and with confidence in any subject. We intend all children to leave Cardinal Newman Catholic Primary School with a rich vocabulary that provides them with the ability to play and manipulate language, recognising the nuance of meaning and how language can be used for a range of purposes. We believe that the development of children's vocabulary is an essential aspect of the reading curriculum and place great importance on exposing children to rich vocabulary and subject-specific words and phrases. We strive to instil a love of reading in our children and to promote a curiosity about the world around them through the texts that they are immersed in. We want children to have the confidence to be able to communicate effectively in a variety of situations' both now and in the future. 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. Once pupils have unlocked the key to reading, 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.

Implementation: In Reading at Cardinal Newman School we embed our intent in our pupils learning journey by:

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. Reading teachers, with support from the Reading Lead, English Team and Senior Leadership Team, draw upon careful observations and continuous assessment to ensure children are challenged and to identify children who may need additional support. Timely intervention is planned for those children working below expected levels as soon as their needs are identified. All children read aloud during phonics or whole class reading. In addition, some pupils may read at least once more per week with a teacher, teaching assistant or reading volunteer; the focus being on the lowest 20%.

At Cardinal Newman, the systematic teaching of phonics has high priority in Foundation Stage and Key Stage 1. We use a synthetic phonics teaching programme produced by Ruth Miskin called Read Write Inc. (RWI) Phonics as a basis to teach our pupils to read and write. Pupils usually complete the programme by Year 2; some may even finish towards the end of Year 1. Pupils in Lower Key Stage 2 who need extra support with decoding may also follow the programme.

How do we teach Early Reading?

- Pupils start Read Write Inc Phonics as soon as they enter Reception and they are grouped by their reading progress after the first half term.
- Across EYFS and KS1 sessions last between 20 – 45 minutes and are timetabled as the first lesson of the day, every day.
- We re-assess children every half term so we can place them in a group where they will make the most progress.
- One to one or small group sessions may be provided for some children.
- Staff may also use 'Pinny Time' to revisit key sounds/ words at incidental points throughout the day.
- Lessons are presented in a simple format so that children can learn how to read and write sounds effortlessly.



- Children are taught to decode letter/sounds correspondences quickly and effortlessly, use their phonic knowledge and skills to read ‘tricky’ (red words) on sight and understand what they read.
- Pupils work together so teamwork is a key part of RWI sessions. Partner work is very important; the teacher observes and checks what they know and only moves on when pupils are ready. Teachers are able to pick up on difficulties, such as children’s poor articulation or problems with blending or alphabetic code knowledge.
- Children read their RWI book at least three times before taking a book home; where they should be able to share the story confidently with some expression or a ‘storyteller’ voice.

Moving on from Early Reading

- After completing the Read Write Inc. Phonics programme, pupils are specifically taught reading skills as part of their daily reading session. Within this there is a focus of vocabulary and the acquisition of new words alongside an understanding of their meaning.
- Key elements of reading such as question, clarify, infer, predict, link, summarise, retrieve and explain are practised and refined during whole class sessions.
- Classes carry out reciprocal reading every week, usually as a whole class. Children continue to develop their fluency skills building on their phonics knowledge and skills.
- In sessions, pupils are encouraged to share ideas and engage in independent, pair, echo and choral reading with a range of age appropriate texts.
- When children are ready to move on from Read Write Inc books they are assessed using the Accelerate Reader programme and continue their reading journey.

Story -time and Reading for Pleasure

- We aim to provide many 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 library area.
- Teachers select class readers, for pleasure, to excite and engage the children and to expose them to new and varied vocabulary. All books shared with the children are age appropriate and continually updated as new resources are available or recommended. We have an overview of key texts covered across the school but recognise that teachers and pupils in different year groups will have personal preferences which can be just as inspiring to share.
- We share information with children about new texts and authors through our termly reading newsletter and our ‘Recommended Reads’ board.
- Reading at home is encouraged and promoted and we hold yearly meetings with parents to discuss what reading looks like at Cardinal Newman in different key stages. As part of our ‘partners in learning’ sessions we share information about high quality texts and new texts that are age appropriate.

Life Skills:

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| to develop lifelong learning powers and competent readers | <ul style="list-style-type: none"> • Giving children the skills that they require to be able access reading within their school life as well as their life beyond the school day. • Understand the importance of reading and where and how this skill will be used throughout their lives. • Develop a pleasure of reading – understanding different text types and purposes for reading. |
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| | <ul style="list-style-type: none"> • Providing opportunities to explore reading in different ways – books, online, magazines, annuals, listening to stories etc • It enhances their imagination and encourages them to make inferences about characters. This allows them to be more sensitive to emotional nuances. • It allows children to explore different perspectives, ask questions, identify patterns and make connections. |
| Opportunities for Learning: | |
| success and challenge within and beyond the curriculum to achieve our full potential | <ul style="list-style-type: none"> • Providing extracurricular clubs to build on reading skills and a sense of enjoyment about the subject. • Reading skills are embedded across the curriculum and strategies and techniques that are taught through explicit reading sessions are revisited across the curriculum. • Reading offers children the chance to experience the world through windows, mirrors and sliding doors. It allows them to interact with the world outside their own window, offering them a view into someone else's experience. Through sliding doors it allows them to enter the story and become part of the world of imagination. Books that act as mirrors reflect their own cultures and helps them to build their own identity. |
| Values | |
| guided by the Gospels to develop caring respectful relationships | <ul style="list-style-type: none"> • Children work together in partnership to read texts, supporting each other decoding words and practicing their skills. • Books and texts are matched to children's reading level and revisited throughout the week, giving all children the opportunity to succeed. • Reading provides every child the opportunity to succeed. |
| Experience of serving others: | |
| within and beyond the school community. | <ul style="list-style-type: none"> • Year 6 Academic Mentors share their skills to support children in Year 1 and 2 in reading. • Children use their skills as readers to read from the Gospel and share prayers as a community as part of their year group mass, and mission week assemblies. • At different points of the year, children from a range of year groups gather together to share stories, reading aloud a variety of books as well as their own work. |