

## Reading at Corpus Christi 2024-2025

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| <b>Intent</b>         | <p>At Corpus Christi, our vision is for all children to become fluent, competent, confident readers who can read with understanding across the curriculum and out of school as well. We want pupils to develop a lifelong love of reading where they are excited and motivated to read for pleasure widely while enabling them to discover new information during their school lives, opening them up to a world of new ideas, stories and opportunities.</p> <ul style="list-style-type: none"><li>• We aim to foster a love of reading through a wide variety of text types, authors, media and teaching and learning opportunities. Early reading is taught through the teaching of systematic phonics and opportunities to read aloud in groups and individually. Children will be taught to segment and blend words in order have good word recognition and comprehension enabling them to read independently.</li><li>• Through our teaching of reading comprehension, we aim to develop the processes of word reading, reading fluency and language understanding.</li><li>• Through our teaching of prosody, pupils develop their intonation, timing, the stress placed on different words and syllables within words and the focus with which the reader reads.</li><li>• We use a range of high quality texts in a variety of genres within our teaching to give the children the opportunity to access varied text types and to enhance the children's vocabulary. Within this, we celebrate our writing through reading and sharing.</li></ul> |
| <b>Implementation</b> | <p><b><i>Phonics</i></b></p> <p>See Phonics Curriculum Statement (3Is)</p> <p><b><i>Reading Books</i></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|  | <ul style="list-style-type: none"> <li>• In Key Stage 1, we are using Bug Club aligned phonetically decodable reading books. Pupils take home a phonetically decodable reading book matched to their current phonics ability along with story book (EYFS) to promote reading for pleasure. Through the Bug Club online platform, pupils also have an aligned eBook to read.</li> <li>• Once children have reached the end of our phonics scheme successfully they will be assessed on the books in our other reading book scheme. Pupils usually enter this scheme around level 16 although this will vary from child to child. Children are heard read to gauge which level best matches their reading ability. They will then progress up through the scheme. (By the end of Year 2, last year (23-24), around 2/3 of the Y2 class were free readers.) The reading scheme that pupils move on to is made up of a variety of texts from various authors/ poets and publishers. These books vary in structure. This allows children opportunities to explore a range of literature and written styles, enabling them to be adaptable, in preparation for the future.</li> <li>➤ When children reach the end of level 30 and are strong confident readers, they reach 'Free Reader Status' choosing books from home/ class libraries or the school library.</li> </ul> <p><b>Key Stage 2</b></p> <ul style="list-style-type: none"> <li>• Key Stage 2 children are aware of the need to continue to use phonics to support them to spell, read and write.</li> <li>• Children, in KS2, who have gaps in their phonics knowledge read phonetically decodable reading books, matched to their phonics level.</li> <li>• All pupils who are working through the phonics steps have a 'Reading Assessment' book. This records their knowledge of phonics and their segmenting and blending skills. These</li> </ul> |
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|  | <p>Reading Assessment books move up to the next class with the child.</p> <ul style="list-style-type: none"> <li>• All children new to the school, who join a class during the academic year, must have their reading assessed in the first two weeks of their arrival.</li> <li>• Pupils' current phonics steps and levels, including free readers, are recorded on a central spread sheet in Teachers- Reading-Assessment 2024-2025 Whole School Reading spreadsheet.</li> <li>• At the start of the year, the level that each child has arrived with in class, will be recorded on the spreadsheet. Then, at least at the end of every term, the child's reading level will be recorded in the appropriate column. If the child moves up twice during a term, the two levels can be recorded in one column with a comma to separate them.</li> <li>• Pupils who are in the lowest 20% will have their names highlighted on the spreadsheet. They will possibly also have a Bug Club log in where activities can be set to plug gaps. Additional e books can also be given to the child to read. The lowest 20% pupils should have a shared folder in the classroom with a sheet to be completed when they are heard read by a volunteer. (This group of children should also be involved in a pre-reading group in preparation for their weekly guided reading session with the teacher.)</li> </ul> <p><b><i>Guided Reading</i></b></p> <ul style="list-style-type: none"> <li>• Daily Guided Reading sessions occur outside the main English lesson and last for 20- 30 minutes.</li> <li>• In Foundation Stage, the teaching of reading will initially be done as shared reading with the class teacher and teaching assistant. In addition, whole class comprehension sessions where a text is shared with the class and then discussion and questioning enable the teacher to assess understanding is undertaken. Pupils have the opportunity to ask and answer questions.</li> </ul> |
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- From January 25, EYFS will then begin Guided Reading sessions in groups.
- In Key Stage 1 and 2, all classes have a daily allocated guided reading slot in the timetable.
- Each reading group will have one Guided Reading session a week with the class teacher. Children will take part in a carousel of activities throughout the week where they will build upon the key skills of becoming a proficient reader. The carousel is made up of the following activities: Pre-reading, reading with the Teacher, Post-reading, Comprehension (phonics activity in Key Stage 1) and reading for pleasure.

#### ***Supporting Lower Achievers***

- Pupils whose attainment falls in the lowest 20% have an adult-led pre-reading session before their teacher session. In this session, pupils read the focus pages aloud, practising fluency, intonation and paying attention to punctuation. They will unpick unfamiliar vocabulary, gaining understanding of the unknown words and they will discuss the plot/ story structure so that they have a secure foundation in preparation for the next session with the teacher.

#### ***Reading for Pleasure***

- Reading for pleasure is one session a week of each class's guided reading carousel. Pupils are encouraged to bring in books from home that they would like to read at this time. Seating is relaxed and comfortable.
- We enrich reading by taking part in themed reading days (World Book Day).
- We have focus English units over a year where we concentrate on an inspirational text/ author or poet. This develops a whole school sense of community and motivates the children to read more widely.
- We also have author visits (virtual) to inspire pupils as well.

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|               | <ul style="list-style-type: none"> <li>Children in Year 1 - Year 6 are all partnered up with a 'Reading Buddy' from a different class who they meet up with on a weekly basis. Children get to read to each other and discuss their texts with each other. This activity also develops relationships across the school.</li> </ul>                                                                                                                                                    |
| <b>Impact</b> | <p><b><i>The children</i></b></p> <ul style="list-style-type: none"> <li>Our children will become fluent readers who enjoy and understand the importance and joy of reading.</li> </ul> <p><b><i>The Lowest 20%</i></b><br/>We aim to read with these children regularly.</p> <p><b><i>Data</i></b></p> <ul style="list-style-type: none"> <li>Reading data is good.</li> <li>The Lowest 20% are being regularly monitored using data and to ensure that progress is made.</li> </ul> |