



St Meriadoc

## Reading



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*'Until I come, devote yourself to the public reading of Scripture, to exhortation, to teaching.'* **1 Timothy 4:13**

Reading is at the heart of all teaching and learning at St Meriadoc CE Infant Academy. We foster a 'love of reading' at school and at home. Our school ethos celebrates all aspects of school life and endeavours to provide positive experiences for all pupils. This is reflected in our vision and mission statements.

Our bespoke curriculum, The Blossom Curriculum, is underpinned by religious teaching and our core Christian values, with reading being a crucial thread tying our topic curriculum together. Our topic curriculum is supported by a [Reading Spine](#) which runs from our two-year-olds in nursery setting to our seven-year-olds in Year two. The Reading Spine is a list of books that support topic learning, that every child will have read to them during their time here at St Meriadoc CE Infant Academy. The curriculum is also supported by a [Poetry Spine](#).

Storytime is important and is timetabled daily in every class to enable all children to listen to, share and enjoy a range of high-quality stories. Each class has a specially selected box of stories, the stories that shape us. These stories are carefully chosen for their rich language and challenging context. Books are read at a stage above those read independently, supporting language growth and aspiration for a future read. All classes have access to carefully selected books in their welcoming reading environment within the class. Children visit our well stocked library every week to take home a 'Read to Me' book to share at home. At lunchtimes, there are reading boxes, stocked with picture books, picnic blankets and cuddly toys, so children can share stories with their friends and practise paired reading. Children can also access our [Virtual Library](#) on our school website at home.

As part of our curriculum, children from the age of two are immersed in traditional tales and Bible stories. These stories are revisited and built upon as part of our 'spiral-style' curriculum to delve deeper into well-known stories as children get older. Children are introduced to more complex tales as they move through the school. Children can talk with understanding and enthusiasm about their favourite stories. This is supported in school by stories used in our Talk for Writing sessions, where children learn stories orally off by heart (imitate), change parts of the story but keeping the base of the text the same (innovate) and then create their own stories around the initial theme (invent).



## Reading



At St Meriadoc Infant Academy we know that reading is the key that opens the door to success, it is our avowed core purpose to ensure that all our pupils learn to read quickly and confidently and are able to become independent life-long learners before they leave us in Year 2. We use Read Write Inc. to teach the essential skills of phonics, reading and writing. Phonics is a way of teaching children to read by developing their phonic awareness- the ability to hear, identify and manipulate different sounds used in the English language.

Regular assessments enable leaders to closely monitor all pupils' progress in phonics and group children homogeneously to ensure that lessons are closely matched to ability. Groupings are fluid, enabling pupils to make progress appropriate to their needs, with consistent teaching, classroom management strategies and resources enabling smooth transition through the groups.

Children are immersed in phonics and RWI frieze resources from our two to three year old nursery (Ladybirds). Phonics is not explicitly taught in Ladybirds, but phonics is used all around them from displays to modelled language and RWI strategies to support speech. As children move through our Ladybirds nursery and into our Dragonflies setting (three to four year olds) phonics and immersion in sounds is more prominent. Staff give instructions to children in 'Fred Talk'. Fred is a frog, a character in the RWI programme who children meet that can only speak in sounds. Formal teaching of phonics begins in Dragonflies as children become ready, usually in the Spring/Summer term before children are due to start school in September. Staff follow specific RWI Nursery planning to introduce Set 1 sounds, initially focusing on oral blending. The sounds are introduced, primarily on learning the 'picture' and mnemonic phrase, before learning letter and sound correspondence. Once ready, children begin assisted blending with cards and on magnetic board. Some children begin blending independently to read and spell Set 1 words.

From the beginning of the Foundation Stage children are taught phonics every day through high energy, fast paced lessons using carefully matched resources and books. This provides a systematic, progressive, rigorous approach that ensures success for all pupils. We ensure that all of our staff regularly attend training and are kept up to date with best practice methods of teaching phonics.

Sounds are taught at a rate of one a day with lessons containing ample time to practise, consolidate and apply. Knowledge is quickly built upon; more complex sounds and alternative spellings are introduced and reinforced throughout EYFS and Key Stage 1. Pupils are taught how to decode by blending sounds to read words, first for accuracy then with fluency and speed.

They are also taught to read tricky words- common words with an unfamiliar grapheme such as: the, said, once and where; these are taught as 'Red Words' and are displayed in red at the early stages. Children are enabled to practise their developing decoding skills by reading incremental Read Write Inc. Storybooks during reading lessons in school and at home where they can re-read those already mastered in school. Additional Book Bag Books are also available for independent practise at home, these are also aligned to the Read Write Inc. system and closely matched to pupils' developing decoding skills. Children at St Meriadoc Infant Academy are set up to be successful readers from the start.

Staff at St Meriadoc Infant Academy are trained by experts to deliver high-quality reading lessons every day and to support any pupils finding it more difficult to learn to read. Additional support sessions take place daily for any pupils who are at risk of falling behind. Sessions are quick, focussed and effective with close monitoring for impact by the RWI Tutor. Pupils identified as making slower progress are effectively supported to make accelerated progress and keep up with their peers.

# Reading

## Phonics Screening Check

During the Summer Term in Year 1, children nationwide are assessed on their phonic knowledge. This ‘check’ helps us to identify children who have gaps in their learning and may need further support in Year 2 to develop reading skills. At St Meriadoc CE Infant Academy we keep the Phonic Screening Check very low-key, pupils are not aware that they are being assessed and enjoy reading one to one with their teacher. Parents are informed as to whether their child has achieved the national expectation within the child’s end-of-year report.

Year 2 children who did not meet the expected threshold in year 1 will be checked again in Year 2.

Our children are supported through our five chosen rights from the United Nations Convention on the Rights of the Child and our core Christian Values, all embodied through our vision of **God Believes, We Believe, I Believe** and our mission statement:

**‘Through enjoyable, memorable learning, supported by our core Christian Values and high expectations, we can aspire to make educated choices in order to flourish to live a rich and fulfilled life.’**

### Rights and Respect

At St Meriadoc CE Infant Academy, we are proud to teach and promote children’s rights. We learn about our five chosen rights from the United Nations Convention on the Rights of the Child:

A12: Right to a voice	A15: Right to a faith	A28: Right to an education	A29: Right to be the best you can be	A31: Right to relax and play
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Our School Council: Rights Ambassadors support that all children receive their rights across all areas of school life.

In addition to our five school rights, we reference other rights from the convention where appropriate and purposeful links can be made to support learning. Such as in Reading, when teaching reading comprehension with the stories that shape us, through topic-based learning we refer to Article 13 – the right to find out things and share what you think with others. As with all areas of the curriculum, when planning, we also use our school Ethos document to weave Rights, British Values and RSHE teaching to ensure a holistic approach, rather than these areas being taught as ‘add ons’.

### Christian Values

Our whole school ethos is underpinned by our core Christian Values of Faith, Love, Respect, Perseverance and Forgiveness. In Reading, we further explore these values such as exploring how different authors preserve and have faith to create amazing stories for us to read.



# Reading

<b>Intent</b> (curriculum design, coverage and appropriateness)	<b>Implementation</b> (curriculum delivery, teaching and assessment)	<b>Impact</b> (attainment and progress)
<p>All pupils: Can read.....</p> <ul style="list-style-type: none"> <li>• Learn to read sounds quickly and confidently.</li> <li>• Learn to blend sounds to read words.</li> <li>• Build speed in blending to develop fluency and speedy reading.</li> <li>• Practise reading words containing known graphemes.</li> <li>• Are assessed daily by reading nonsense words.</li> <li>• Learn to read 'tricky Red Words' through repetition.</li> <li>• Use and apply decoding skills by reading decodable books that closely match their phonic knowledge.</li> <li>• Develop fluent, expressive reading.</li> </ul>	<p>All pupils: Can read.....</p> <ul style="list-style-type: none"> <li>• All staff are fully trained and supported to be experts in reading and teach high quality reading lessons every day.</li> <li>• Read Write Inc. Development Days enable all staff to access on-going expert CPD.</li> <li>• Teaching resources and strategies are consistent in all groups and across the school.</li> <li>• Read Write Inc. is taught with rigour and fidelity for an hour every day.</li> <li>• Integral Read Write Inc. decodable books are used during reading lessons enabling pupils to use and apply their phonics skills.</li> <li>• Books selected for independent practise are fully decodable and match the pupils' phonics knowledge.</li> <li>• Pupils re-read books to develop fluency, speed and expression.</li> </ul>	<p>All pupils:</p> <ul style="list-style-type: none"> <li>• Are supported to learn to read quickly and confidently.</li> <li>• Can read accurately with fluency and speed.</li> <li>• Can read with appropriate expression and intonation.</li> <li>• Can discuss books they have read with understanding.</li> <li>• Choose to read for pleasure.</li> <li>• Can read independently and access the full curriculum.</li> </ul>



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<ul style="list-style-type: none"> <li>• Comprehend and infer meaning from books they have read.</li> <li>• Make good progress in phonics and reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are regularly assessed and grouped homogeneously to enable appropriate pace through the programme.</li> </ul>	
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<b>Intent</b> (curriculum design, coverage and appropriateness)	<b>Implementation</b> (curriculum delivery, teaching and assessment)	<b>Impact</b> (attainment and progress)
<p>All pupils: Can read.....</p> <ul style="list-style-type: none"> <li>• Are supported to develop their language comprehension through the explicit teaching of vocabulary.</li> <li>• Develop a love of books and a desire to become a reader.</li> <li>• Can read for understanding and enjoyment.</li> <li>• Are enabled to become an independent reader.</li> <li>• Choose to read for pleasure.</li> <li>• Are independent readers able to access the full curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Teachers regularly assess pupil progress and accelerate pace through the programme appropriately.</li> <li>• Pupil progress is carefully monitored by the Reading Leader though half termly data analysis using RWI assessments and Jason Hurr tracking system.</li> <li>• The Head of School closely monitors the progress of all pupils in termly pupil progress meetings.</li> <li>• Additional whole class phonics sessions enable all pupils to 'master' the skill of reading.</li> <li>• Pupils making slower progress are quickly identified.</li> <li>• Daily, high quality additional support for the lowest 20% is delivered by highly trained staff and is effective in closing the gap.</li> </ul>	<ul style="list-style-type: none"> <li>• Data Impact:</li> <li>• End of Key Stage 1 attainment data is significantly above national standards for all groups of pupils.</li> <li>• Year 1 PSC data continues to be above national standards.</li> <li>• Year 2 PSC re-take data continues to be above national standards.</li> <li>• The percentage of pupils achieving the expected standard in the ELG for reading and GLD continues to be above national standards for all groups of pupils.</li> </ul>

## Reading

- Pupils read texts during 'paired reading' sessions.
- Pupils develop skills of comprehension and inference by taking part in whole class reading sessions.
- All pupils are supported to develop language comprehension through the explicit teaching of vocabulary, synonyms, antonyms and context.
- Parents are supported to help their children to learn to read by attending information sessions and a reading booklet given when children start at our school.
- Catch up funding was used to buy resources (speed sound cards) for each child to take home to support their reading further.
- Outdoor area has been created with a picnic blanket and selected books for children to enjoy reading individually, in groups or in pairs.