Context

St Alban's is an average sized Catholic Primary and Nursery School, a member of St Clare CMAT, Diocese of Hallam and works closely with the Catholic Dearne Valley Family of Schools as well as the Sheffield Catholic Schools who are part of St Clare's. Our mission as a Catholic school is to create and develop a community centred upon the teaching of Jesus Christ where all individuals are enabled to reach their full potential in all elements of their lives. Our age range is 2 to 11 with 217 on roll, 187 FTE R – Y6. St Alban's Nursery opened in September 2021, and is led by teachers and experienced qualified Early Years practitioners and has continued to grow in numbers. St Alban's serves the local parishes of St Alban's Catholic Church of Denaby and Conisbrough and Blessed English Martyrs, Mexborough all of which are in the town of Doncaster. The school is in the highest 20% of socio-economically deprived catchments in the country and is one of the 5 most deprived schools in Doncaster with a changing profile of number of Catholics attending. In recent years, there have been children with more complex needs attending and from Y4 down to our youngest learners in Nursery, 80% of children in these classes fall within the 10% most disadvantaged in the country. At St Alban's 41% children are disadvantaged and a higher than average proportion of children with SEN at 32%, most of whom have speech, language and communication (63%) and/or social, emotional and mental health (27%) needs. Children entering EYFS are doing so with increasingly significant needs and our current Reception class have 44% of children with complex SEN. Most children at St Alban's are of White British heritage, with a lower than average proportion of children with EAL at 3.23%. St Alban's has lower than national levels of stability and since January 2021 there has been a 15% increase in the number on roll (R – Y6) therefore increasing mobility factors. Prior to COVID, attendance was 97.48% but reduced significantly with 27.8% persistently absent in 21/22 academic year. During the school year 22/23, attendance improved at a significantly higher rate than the national primary rate reaching 94.03%, an increase of 2.13% on 21/22 and a reduction to less than national levels for persistent absence at 19.6%.

Aims of the Reading Curriculum at St Alban's Catholic Primary School

Through the study of English at St Alban's, we enable our pupils to discover the multi-faceted beauty of communication, understanding, and exploration of relationships with themselves, each other, and the mysterious nature of God's world; to recognise that language plays a fundamental role in the growth of our identity and self-image, leading to human flourishing which transcends limitations and barriers. Exposure to a rich variety of literature and the development of high-level literacy skills gives them the tools to participate as a global citizen.

At St Alban's we aim to ensure our children enjoy reading, are confident readers, comprehend well and most importantly choose to read for pleasure. Many of our children enter into school with well below average starting points as they often have had limited exposure to vocabulary and books, and therefore have lower confidence and levels of understanding which may inhibit their ability to discuss their thought about a text. Phonics data in recent years has been below national average demonstrating that children's progress in phonics knowledge and fluency need to rapidly accelerate which our enhanced RWI programme aims to develop. End of KS1 and KS2 reading results have been in line with national expectations and often outcomes in Y6 at greater

depth are above local similar schools nationally which we believe is due to the reading culture in school. Our pedagogy in this subject, encourages a thirst for reading and deepening understanding, thus accelerates progress despite the low entry points children arrive to school with in Nursery and Reception.

Intent of the Reading Curriculum

We intend for our children to be fluent, expressive readers with a deep understanding of the text they are reading and can confidently discuss their findings and love of reading with others.

At St Alban's we offer a diverse and progressive reading curriculum in order for our children in all groups to make accelerated progress to achieve National Expectations or above. We use high quality class texts using Tier 2 vocabulary (high frequency words that are cross curricular, e.g. predict is used in Reading and in Science) from a range of authors. These books have been chosen with our children's experiences and prior knowledge in mind and with the intent of further engaging all children. We use books from the Pie Corbett Reading Scheme and also the Mastery curriculum that feeds into our curriculum learning and writing lessons.

Children study a breadth of skills including phonics and reading fluency, prediction, inference, summarizing, sequencing, vocabulary, comparison and pleasure of reading within our mastery curriculum carousel in order for them to achieve our intention.

Transition from EYFS to Y1 and Y6 to KS3

Children in EYFS study reading through a class text and also through the Read, Write Inc program. This gives children the opportunity to learn the phonics knowledge that they need and also begin practicing comprehension skills. When transitioning into year 1, children maintain the Read Write Inc program until they have completed it (expected by the end of Y1) and continue to follow our mastery curriculum carousel to develop fluency and comprehension skills with the addition of Session 3, 4, 5 and 6. By the summer term of Year 1, children sit the National Phonics Screening and are expected to pass.

In order to prepare Year 6 for the transition into KS3, secondary schools are informed of current data including National SATs results and the children go to their secondary school for a full week in which they are exposed to reading lessons. Reading activities are sent down to the Year 6 teacher in order for children to practice these in their familiar environment with the support of teachers and TA's. Our mastery curriculum with a class text focus prepares children for deeper book study in the KS3 and KS4 curriculum.

Inclusion and Challenge for Vulnerable Groups

As previously stated, many of our children on the SEN register have speech, language and communication needs which impacts upon their reading skills and can also be a barrier to progress. In order to ensure accessibility and progress for these children, they continue with Read, Write Inc in Year 2 – Year 6 and also have a log in for the reading program Lexia Core5, which children can access at home and also use during 3 of the carousel lessons in order for them to make accelerated progress in their phonics knowledge and fluency. Those who have dyslexic tendencies are using reading rulers to support their reading fluency.

More-able pupils are challenged with the deepening level of our reading lessons and also challenged by the ability to access texts higher than their current reading ability. Our small percentage of EAL children perform well and have no barriers to reading, therefore they make the progress expected of them.

Implementation of the Reading Curriculum

Please see the attached 'Reading Progression Grid' (Appendix 1) for whole school progression and mastery.

Our golden ticket approach to learning (Appendix 2 – Y2 example) allows children to practice skills, become more fluent in those skills and then deepen them. These are progressive from year group to year group and also within each area of reading. Our reading carousel for KS1 and KS2 is as follows:

Session 1: Read the class text with teacher whilst activating prior knowledge and discussing new vocabulary

Session 2: Paired session answering questions on the pages read in Session 1, using the text to find evidence.

Session 3: Reading fluency – checking for unfamiliar words, checking reading speed and use of pitch and intonation.

Session 4: Independent Comprehension based on a variety of texts and test type question practice.

Session 5: Review learning. This is an opportunity to further deepen skills in the weeks' lessons.

Session 6: Poetry or Non-fiction focus

SEN pupils engage in Sessions 1, 2, 3 and use Session 4, 5 and 6 for Lexia interventions in KS1 and KS2 and they have separate 45 minute RWI interventions.

EYFS have daily RWI sessions that are split by RWI group and also engage in Session 1, Session 2 and Session 3 of the reading carousel.

Reading for Pleasure
Children visit the library on a weekly basis to take a book home they wish to share with their families. These are not banded or level specific and allow children to choose any book for their pleasure. In addition to this, children are read to by an adult on a daily basis and each class has a library slot for story time. Each classroom has a designated reading corner for children to enjoy. Children also take home book banded books to practice their fluency at home.

Impact of our Reading Curriculum

The table below highlights the desired impact and outcomes on learners from EYFS to KS2.

EYFS – ELG	KS1 – Year 2 Expected	KS2 – Year 6 Expected

		Children at the expected level of development will:
– Say a sound for each letter in the alphabet and at least 10 digraphs;

– Read words consistent with their phonic knowledge by sound-blending;

– Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Children at the expected level of development will:

– Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

– Anticipate – where appropriate – key events in stories;

– Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | – read accurately most words of two or more syllables including all of the 40+ taught GPC's

– read most words containing common suffixes

– read most common exception words

– read most words accurately without overt sounding and blending.

– sound out most unfamiliar words accurately, without undue hesitation

– develop pleasure in reading, motivation to read, vocabulary and understanding by listening to a wide range of poetry, stories and non-fiction.

– become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

– be introduced to non-fiction books that are structured in different ways

– participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking | – apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet

– maintain positive attitudes to reading and an understanding of what they read

– continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

– reading books that are structured in different ways and reading for a range of purposes

– increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

-recommending books that they have read to their peers, giving reasons for their choices

– identifying and discussing themes and conventions in and across a wide range of writing

– making comparisons within and across books

– learning a wider range of poetry by heart

– preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience |

	turns and listening to what others say	-understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
	– explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	– asking questions to improve their understanding
	==In a book that they can already read fluently, the pupil will:==	– drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
	–check it makes sense to them, correcting any inaccurate reading	– predicting what might happen from details stated and implied
	–answer questions, make predictions and make some inferences	– summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
	–explain what has happened so far in what they have read	– identifying how language, structure and presentation contribute to meaning
	– discussing the sequence of events in books and how items of information are related	– discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
	– discussing their favourite words and phrases	– distinguish between statements of fact and opinion
		– retrieve, record and present information from non-fiction
		– participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
		– explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

		– provide reasoned justifications for their view

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Desired outcomes for transition and vulnerable groups

We desire for children to be wholly prepared to move onto the next phase of their reading learning and with the understanding that reading is more than fluency. We desire for vulnerable groups such as SEN, FSM, EAL and persistent absentees to make accelerated progress so that they can enter secondary school with the necessary skills to further their education and improve their quality of life as an adult. Our desired outcome for all groups is to instill a rich vocabulary and a love for reading that they will carry through to adulthood as well as to achieve national standards and increase the proportion of children achieving above national expectations.

Review Date: September 2024

Appendices

Appendix 1: List of curriculum documents and online resources used

Year	RWI			Fluency (WPM)	Book Band	Teacher Assessment
FS2 Autumn 1	A1	A2	A3		Lilac	Standards 1-3 (Year 1 to assess on EYFS framework for bottom 20%)
FS2 Autumn	Red 1-5				Red 1-5	
	Red 6-10				Red 6-10	
FS2 Spring	Green				Green	
FS2 Summer	Purple				Purple	Summer –ELG Standard 4
Year 1 Aut 1	Pink			30 – 40	Pink	Autumn – Y1 Ent/Ent+
Year 1 Aut 2	Orange				Orange	
Year 1 Spring	Yellow			40 – 50	Yellow	Spring – Y1 Dev
Year 1 Sum 1	Blue			50 – 60	Blue	Summer 1 – Y1 Dev+
Year 1 Sum 2	Grey			60 – 70	Grey	Summer 2 – Y1 Secure/ Y1 sec+ (pass phonics screen) Standard 5
				70 – 80	Purple	Autumn – Y2 Ent/+
				80 – 90	Gold	Spring – Y2 Dev/+
				90 +	White	Summer – Y2 Sec/+ Standard 6
					Lime	Autumn – Y3 Ent/+
					Copper (Brown)	Spring – Y3 Dev/+
					Topaz	Summer – Y3 Sec/+
					Ruby	Autumn/Spring – Y4 Ent/Ent+/Dev

			Emerald	Y4 Summer – Y4 Sec/Sec+
				Y5 Autumn – Y5 Ent/Ent+
			Sapphire	Y5 Spring/Summer –Y5 Dev/Dev+/Sec
			Diamond	Y6 Autumn/Spring – Y6 Ent/Ent+/Dev
		120 + WPM	Pearl	Y6 Summer – Y6 Dev+/Sec/Sec+

Appendix 2: Planning format used with example

		Learner	Learning Partner	Adult
- _____ - **Mastery of Reading – Teacher Led Group - Session 1**				
🧠	I can discuss words or phrases.			
💡	I can make predictions.			
🎩	I can make inferences on the basis of what is being said and done.			

TASKS:

🧠 Read pages x – x and find any new words. What do they mean?

💡 Think about what has happened and retell to a friend. What do you think will happen next and why?

🎩 Type inference questions to discuss with children – will be different every week.

		Learner	Learning Partner	Adult
- _____ - **Mastery of Reading – Paired - Session 2**				
🧠	I know what words and phrases mean.			
💡	I can predict what will happen next.			
🎩	I can make inferences on the basis of what is being said and done.			

TASKS:

🧠 Use pages x – x to be a reading detective and answer these questions.
Retrieval question:
Vocab question:

💡 Prediction:
Sequencing:

🎩 Inference:

		Learner	Learning Partner	Adult
- _____ - **Speed and language development 1:1 - Session 3**				
🧠	I can find the meaning of new words I read.			
💡	I can read most words quickly and correctly using my phonics.			

		Learner	Learning Partner	Adult
🧙	I can ask and answer questions based on book banded text.			

	Book band:
❓ Find any new words in your text. What do they mean? Write them in your Remarkable Reading book and use a dictionary to find meaning.	
💡 Read 1:1 with an adult to check your speed and fluency.	Book title:
🧙 Discuss your answers with an adult.	Words per minute: Improvement?

		Learner	Learning Partner	Adult
	_____ _____ **Mastery of Reading – Independent - Session 4**			
❓	I know what words and phrases mean.			
💡	I can answer questions using Year 2 skills.			
🧙	I can compare this text to other texts I have read.			

TASKS:

❓ Read the text and underline any words you don't know. Find out what they mean and record in your book.

💡 Questions on PRIVS for teacher to type here.

🧙 Does this text remind you of another text you have read? What is the same about them? What is different?

		Learner	Learning Partner	Adult
	_____ _____ **Range of Reading – Whole Class - Session 6**			
❓	I can read a range of poetry and non-fiction.			
💡	I can explain what the text is about and answer questions using Y2 skills.			
🧙	I can ask questions about the text.			

TASKS:

❓ Read the text and identify any words that you don't know. Can you perform the text with expression?

💡 Tell your partner what the text is about. P, R, I, V, S questions

🧙 Create 3 questions to ask your partner.

Appendix 3: List of resources available in school to support teaching and learning

Resource	Location
Reading Rulers	SEN leader (C. Wilson)
RWI program	Intervention room 1 and every RWI room.
RWI online	accessible through oxfordowl website
RWI book banded books	Foundation classroom (EYFS leader H.Petty)
Lexia Core5 UK	accessible on LexiaCore5 website to be used on laptops, desktops and ipads
Year group class texts	In each year group class room (also available on teacher server)
Big Books to support curriculum reading	Library
Whole school progression map	On teacher server in English folder
Reading grid for assessment	On teacher server in English folder and one on display in every classroom
EYFS – KS1 book banded books	Library
KS2 book banded books	KS2 corridor
Fiction and Non Fiction books	Library
PRIVS dogs for KS1	On server and on display in KS1 classrooms
URA reading detective for whole school	On server and on display in each classroom
Golden Tickets for lessons	On server in English folder