



# Seven Aspects of Reading at St. Just Primary School

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## 1. How do we prioritise reading?

- Each class has weekly access to a well-stocked library where pupils can sit comfortably to read a book and are supported by our Year 6 children to swap library books. The area is resourced with comics, magazines and newspapers to extend reading for pleasure.
- Each classroom has a selection of books as a mini library with a selection of fiction, non-fiction and poetry to match pupils' interests and class topics.
- We endeavour to use books and high quality texts to enrich the learning and provide access to a range of genre.
- To encourage reading at home, we reward pupils with karate reading bands. We also use this to monitor pupils not reading at home so we can provide extra provision in school.
- Reading is celebrated in our school celebration assembly each week, with pupils being awarded karate reading coloured bands for reading at home. We also hold reading events throughout the year such as our annual Scholastic Book Fair, half-termly Reading Carrousel and World Book Day.
- Shared Reading sessions take place in each class every day. These sessions vary in length depending on the age of the class but range between 10 to 30 minutes. In these sessions, pupils enjoy a high quality text as a group and take part in class discussions to develop their reading comprehension through Twinkl's Pawsome Reading Gang up to the end of KS1 and D.E.R.I.C. through KS2 (see next section for more information).
- In EYFS and KS1 pupils are heard individually to read at least once a week. KS2 pupils who are not reading frequently at home are also heard individually to read at school.
- Phonics Bug is followed at EYFS and KS1. Year 2 pupils who have progressed onto phase 6 phonics continue to learn to read and spell. Phonics is taught in five 30 minute sessions per week.
- Early reading is encouraged by providing pupils with non-worded reading books in the first instance. Once they have developed their phonics and decoding skills they are then moved on to texts that match their phonic ability and are fully decodable.
- We have implemented a whole school reading scheme called 'Bug Club' which aligns with our phonics program. All children in the school are placed on the scheme to ensure every child has access to a reading book that matches their ability.
- Once children are ready to progress from the scheme they become a 'choice reader'. This means that we are encouraging them to make their own decisions in what they read next, whilst still guiding them towards reading choices that are suitable for their continued reading development. This allows us to ensure that all children are continuing to access a broad variety of book genres and authors, but still guaranteeing their reading ability is both supported and challenged to continue to progress.
- Pupils who are learning phonics in EYFS and KS1 take home two books: a 'Bug Club' book aligned with our phonics scheme which is fully decodable book and a library book as a book to be read to for pleasure and share at home with an adult.
- Pupils in KS2 also take home two books: either a 'Bug Club' book from our whole school scheme or a 'choice reader' book and a library book as a book to be read to for pleasure and share at home with an adult.

## 2. How do we promote a love of reading?

- All staff are expert readers, modelling reading skills, discussing texts read with the pupils and sharing their own love of reading.
- Teachers read class stories and share poetry regularly to promote a love and enjoyment of stories, immersing them in the world of imagination.
- Our learning opportunities incorporate a range of fiction, non-fiction and poetry, to expose pupils to different texts they may enjoy.
- Daily shared reading sessions allow time for pupils to discuss their reading, helping them to make sense of what they have read.
- Pupils are encouraged to access the library and change books on a regular basis. This is in addition to their reading book from our reading scheme.
- We encourage pupils in each class to share their love of reading e.g. by inviting them to recommend great reads to their peers, talk about and feedback on any books they've read from their year group's 'recommended reads' and provide time and resources daily for them to read for pleasure.
- We celebrate World Book Day with dressing up and sharing of our favourite books.
- We have a band of reading volunteers who come into school on a weekly basis to hear and encourage children to read.
- We have love reading displays in every classroom where we promote 'recommended reads' for that year group.
- We work closely with our town library to enable us to regularly update the 'recommended reads' section.
- We run a reading carousel half-termly where adults in the school share their favourite children's books and the children have a school-wide choice of what they attend.
- We have dedicated extracurricular clubs for each key stage where children can enjoy a greater range of books in either the school or town libraries.

### 3. How do we make sure pupils make progress?

- Phonics is taught following the Phonics Bug progression of sounds to ensure a systematic approach. Phonics lessons follow the same sequence of teach, practise, revise, review and apply. Planning includes assessment for the graphemes taught. Phonics is assessed half termly to identify gaps in learning to inform future planning and intervention.
- Each child has a dedicated 20-30-minute shared reading sessions per week. The sessions provide opportunities to develop comprehension skills and become expert readers through the Pawsom Reading Gang in KS1 (Rex Retriever, Inference Iggy, Victor Vocabulary, Sequencing Suki and Predicting Pip) and **D.E.R.I.C.** in KS2 (**D** – Decoding words, **E** – Explaining new vocabulary, **R** – Retrieving information, **I** – Interpreting information, **C** – Choice – thinking about the choices made by the author / director / artist).
- There is a clear progression of **D.E.R.I.C.** skills from Year 3 to Year 6 against which pupils' progress is measured and gaps are noted and acted on.
- Pupils who are struggling with decoding skills (preventing them from accessing reading material) have targeted interventions or are part of a smaller reading group. Targeted intervention includes catch up phonics sessions, daily reading with an adult and 'Nessy: Reading and Spelling' access and targets in Key Stage 2.
- Children are assessed at least half termly on the Bug Club reading scheme to ensure they are progressing through the books bands. If progress is slow, a child may become a 'daily reader' for a short while to accelerate progress.
- Pupils who need further opportunity to practise reading because they do not read at home, are given priority to read to an adult in school. Class teachers ensure volunteers, who come into school to hear readers, are trained to support reading appropriately.
- Staff have pupil progress meetings and the Reading Lead completes pupil conferencing in reading.
- We ensure parents are kept up to date with the progress of their child and provide reading support through parents' meetings, reading information meetings, information on the website and letters home.

#### **4. How do we match the pupils' reading books to their phonic ability?**

- Pupils are assessed daily in phonics as well and half termly using the Bug Club Reading Scheme assessments. Assessment then informs which books match to the pupil's phonic ability.
- Staff in EYFS and KS1 are responsible for changing and or checking the pupil's reading books.
- We use the Bug Club reading scheme throughout the school. We monitor progress in reading and then match their ability to the stage of reading on the scheme. This is done through notes from hearing pupils read individually. Staff monitor and check that these books are changed regularly. Staff will move them onto the next stage when the pupil score 80% or above on the reading assessment, are reading at least 90% of the text fluently are confident they have mastered the skills of the stage. Confident readers in KS2 are provided with appropriate books through the scheme, but when the scheme is completed these readers are given a 'choice' when selecting their book that they are reading for pleasure.
- Staff monitor the books chosen by 'choice readers' to check the books are suitably challenging for them. This ensures confident readers continue to be challenged.
- Shared reading books are also selected carefully to challenge the reading of different groups of pupils in school.

## 5. How do we teach phonics from the start?

Phonics teaching begins with our youngest pupils from the time they join us in the EYFS. Phase 1 is promoted and embedded within the curriculum, exposing pupils to sound rich activities which provide the foundations for reading and writing. We complete baseline assessments in communication, language and literacy to support and identify speech, language and communication needs.

Pupils begin learning letter sounds on entry to Reception. Following the Phonics Bug system pupils are immersed in a directed teaching approach which embeds systematic phonics skills as the core skills for reading. Sounds are taught in a specific order, and regular assessment informs future planning and interventions.

For an overview of the phonics progression, please click on the following link: [BugClub Progression at St Just](#)

To support the learning in school, pupils take home phonics sheets that match the sounds they have learnt each week. They also take home their phonically decodable reading book to reinforce the sounds taught and the red words (common exception words).

- Phonics is discussed with parents at parents' meetings and parents are given resources to support phonics at home.
- When Reception pupils have started school another meeting on supporting phonics is provided for parents.

## 6. How do we support pupils to catch up?

- Summative data is submitted once a term and pupil progress analysis is taken from this. Pupils identified by class teachers and in pupil progress meetings as not making progress have interventions planned for them and teaching staff are aware of who is a priority for intervention/support.
- Formative data informs day-to-day planning and teachers adapt and change this according to the pupil needs.
- Pupils who did not achieve their phonics check receive interventions (daily reader/extra phonics support) and/or work in a group which is teacher driven.
- Where progress becomes a concern, parents are invited to a meeting with the teacher and advice is given as to how they can further support their child at home.

## 7. How do we train staff to be reading experts?

- Teaching staff, including Teaching Assistants receive reading and phonics training as and when required. This may be a specific focus on the SDP or a personal target identified in performance management or specific training identified by staff. This may include in-house training or external training depending on the needs of the staff.
- Subject lead for writing and reading attend the MAT network meetings and cascade relevant information back to the school.
- The Headteacher, School Improvement Partner, Link Governor for Literacy and subject lead monitor shared reading sessions and conduct pupil conferencing to ensure agreed approaches and consistency are applied across the school.
- The subject lead monitors reading and offers guidance to staff with follow up actions.