

St. John Vianney Catholic Primary school

English and Reading Statement



July 2023

ENGLISH AND READING AT ST. JOHN VIANNEY CATHOLIC PRIMARY SCHOOL

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INTENT

At St John Vianney, we place English at the heart of everything we do. At the core of our English curriculum is Reading, which is the gateway to the rest of the curriculum and plays a vital role in extending vocabulary and developing comprehension skills across the entire curriculum. Furthermore, it is a life skill which will impact the future of our children. We want our children to develop a love of Reading, recognising its importance as a tool for learning but also enjoying the pleasure that books can bring. For this reason, our intent is to increase our children's access to high quality texts, improve vocabulary, challenge children to become more confident, keen and capable readers but, most of all, promote greater enjoyment of books. We recognise that these elements are all intertwined; each relies on the other if our children are to become life-long readers. We achieve this through a range of exciting, enrichment opportunities which have included: visits to Seven Stories, workshops by children's authors including Vivian French and Adam Bushnell, World Book Day, events led by the Catholic High schools on Shakespeare and other famous writers, visits to the theatre and theatre groups in school and visits by local librarians. All of these activities aim to bring literature to life for all of our children.

These principles underpin our rigorous and robust approach to Reading. Without fluency in Reading, our children will struggle to access a wider curriculum. As research shows, there is a strong relationship between children's attainment and a school's reading culture and it is therefore essential that our structured approach aims to overcome these barriers and enable our children to move on from our school as successful and competent readers.

We pride ourselves on offering a rich English curriculum which includes carefully chosen core texts which are responsive to wider cross curricular learning opportunities and reflects today's society and the needs of our children.

IMPLEMENTATION

The Reading Journey at St John Vianney

Our children come to St. John Vianney with skills that are broadly in line but increasingly below what is typically expected at the time of entry to school. As a result, Early Years build on a child's prior knowledge and experience as soon as they start Nursery. They are exposed to stories, rhymes and develop their phonemic awareness in preparation for the Reception curriculum. A lot of effort is put into engaging parental support from the very onset with an Autumn Term Curriculum Evening, which has a strong focus on Reading. Next year, we plan to further develop and support our parent's understanding of Reading by hosting a Phonics Café.

In Key Stage 1, we build upon the positive progress made throughout Early Years and this is reflected in our phonics results, which have been above national average for the last five years.

Parental engagement continues to be a strong focus and we offer further parental workshops at the Curriculum Evenings.

In Key Stage 2, reading progress continues at a pace. Our approach to whole-class Guided Reading across Key Stage 2 (with a simplified version in place in Year 2) ensures that the VIPERS reading skills of Vocabulary, Inference, Prediction, Evaluation, Retrieval and Sequencing/Summarising are targeted and developed across the school.

We believe there are five cornerstones to Reading:

- Phonemic awareness (ability to hear sounds)
- Phonics (blending and segmenting)
- Fluency (reading easily and accurately with expression)
- VIPERS skills (Vocabulary, Inference, Prediction, Explanation and Evaluation, Retrieval, Sequencing and Summarising)
- Comprehension.

We have structured plans in place to teach each aspect throughout the primary years.

We have established non-negotiable routines which include:

- Daily story time across the whole school
- Regular opportunities to read for pleasure
- Daily teaching of phonics in Reception, KS1 and regular intervention in KS2 (x3 times per week)
- Guided reading (daily) in KS1 and whole-class Guided Reading x3 times per week in KS2
- Daily comprehension (oral and/or written) from Nursery to Y6.

Phonics

Unlocking Letters and Sounds forms the basis for all Phonics teaching throughout our school. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for the teaching of phonic skills with the aim of children becoming fluent readers.

Children are taught Phonics from Nursery to aid their awareness of aural discrimination of sounds. Children learn to recognise and distinguish between environmental, instrumental and body sounds and they are introduced to the concept of initial sounds in words. During the Summer term, children who are phonically ready access Phase 2 sounds.

In Reception, Phonics sessions take place daily. Using a mastery approach, children are taught within a whole-class setting and lower attaining children are supported through a Quality First

Teaching approach to learning. Daily intervention takes place for children who need repetition and support.

In Year 1, children continue to work in whole-class groups across the cohort, participating in 5 sessions per week. Children who are not making expected progress also receive additional phonics/reading intervention sessions in a small group or on a one-to-one basis. The effectiveness of these interventions are monitored regularly.

We complete Phonics assessments on a half-termly basis using the online tool 'Phonics Tracker'.

At the end of Reception, our aim is for all children to be working within Phase 4 sounds. Most children will be able to confidently use segmenting and blending skills to read and write.

At the end of Year One, our aim is for all children to be working with Phase 5 sounds through consolidation and mastery. This will include reading, writing, blending and segmenting words.

At the end of Year Two, our aim is for all children to complete the Phonics programme by Christmas and increase their confidence using and applying the sounds confidently when Reading and Writing.

When children progress into KS2, we identify and track children who still require phonics input. These children receive booster phonics teaching 5 times per week and continue to read books that match and reinforce the sounds they know. This is monitored by our Phonics Lead.

All staff have been trained in *Unlocking Letters and Sounds* and early identification of pupils requiring intervention is strong.

Reading in the Classroom

We have worked hard to develop our teaching of Reading and use of high-quality texts in the classroom. This has been very successful, created a whole school curriculum for English that is comprehensive and progressive, improved the quality of teaching and children's acquisition of key reading skills.

We teach a text based English Curriculum from Nursery to Year 6.

We have created our own whole school 'Core Texts' and incorporated these into our whole school English Curriculum. This provides a structured approach to the texts our children will experience.

Children enjoy daily story times across school. This focuses on developing listening skills, story structure, vocabulary, recall and enjoyment with the aim of fostering a lifelong love of reading.

In Reception and Year 1, children read individually or in small groups, reading a book that matches the sounds that they know. The sequence of reading books shows a cumulative progression in phonics knowledge matched closely to our phonics programme. Books are re-read throughout the week to build up fluency and understanding.

In Year 2, the children continue to benefit from small group reading sessions and, from the Spring term when the Phonics programme is complete, they access VIPERS Guided Reading sessions three times weekly using extracts of text.

In KS2, all classes have an allocated text from the Core Text collection to use in VIPERS Guided Reading lessons each half term. In addition to this, they will also study non-fiction and poetry texts. Three 45-minute sessions a week are allocated for whole class VIPERS lessons, during which teachers and children discuss the purpose of each reading skill, key vocabulary is taught, teachers skilfully model the reading skills used in each lesson, children are given time to read an allocated section of text in carefully chosen. Finally, mixed ability pairs then answer focused questions based on the text.

We have devised a common set of 'sentence stems' based on the 2016 reading domains, which allows children to articulate their ideas and discuss the text (Vocabulary, Infer, Predict, Explain and Evaluate, Retrieve and Summarise – VIPERS). Teachers continually encourage children to ask questions about what they are reading and make links within and across texts as they read. Children are also provided with support and scaffolding to allow them to take part in higher level discussions based on texts. Question stems from National Curriculum Test frameworks allow teachers to devise questions based on a text and ensures that all children are given the opportunity to access the full range of reading skills.

Reading at Home

EARLY YEARS

Children read one book at home each week. This may be the book they have read in Guided Reading or a consolidation book. This is always supplemented by a self-chosen library book. Children are also given common exception words to read by sight. Each week, the teacher informs parents and carers of the sounds covered in phonics sessions and the common exception words practised and parents/carers are invited to comment on their child's reading of the books sent home.

'Jenson' (Reception class toy pet) travels home with a child each weekend in a pet carrier containing all of his equipment that he will need over the weekend including a story. Children are encouraged to read Jenson his bedtime story over the course of the weekend.

KEY STAGE 1

Until children are secure with Phase 5 phonics, their home reading book continues to be chosen to match their current phonics phase. After that, they will progress to our book band system. This is further supplemented by a self-chosen library book. Children take home spellings to learn which include common exception words and the focus phoneme of the week. Across the phase, children have opportunities to read for pleasure. School supports parents and carers by providing guidance and modelling our approach to Reading through our Curriculum Evenings and information letters sent home.

KEY STAGE 2

In Key Stage 2, pupils read one home-school reading book weekly in addition to their self-chosen library book.

Assessment

In Reception, regular assessment takes place to track children's progress. This involves half termly phonic assessments using the online tool Phonics Tracker and ongoing observations of reading behaviours.

In KS1, children's reading skills are assessed using Phonics Tracker and Phonics Benchmarking Tool. In addition, in Year Two, more formalised reading assessments using SAT materials are used to assess children's reading skills.

In KS2, children's reading skills are assessed termly using PM Benchmarking. This test provides a Reading age. Using this assessment, children are levelled according to Book Bands. The Colour bands are wide, which will allow for teacher assessment and decision as to where children are within them. Children do not need to read every book in the set before moving on. Guided Reading is assessed during weekly, whole-class sessions which develop their VIPERS skills and this informs the teacher assessment of Reading. We have additionally introduced termly Reading assessments (PIRA), which will further support teacher assessment of Reading across the school from Year 3 – Year 5. In Year 6, SATs materials are used to assess.

Class Teachers and/or Classroom Teaching Assistants assess every child's Reading on a weekly basis. They monitor every child's reading through the reading of their home-school Reading book at least once every week. The lowest 20% attaining pupils across the school receive an additional two reads per week with Classroom Teaching Assistants and trained volunteers.

Intervention

Phonics Intervention using *Unlocking Letters and Sounds*

BRP Intervention (45 minutes x 3 sessions weekly) from Y1 – Y6

IDL Reading intervention from Y1 – Y6

One-to-one reading intervention for lower attaining children

St. John Vianney school operates a Quality First Teaching approach to learning.

School Library

We have recently re-established the School Library in the Reading Hub.

The School Library is stocked with a wide variety of fiction, not only popular authors, but also authors our children would not normally encounter.

A range of non-fiction texts have been specifically matched to the topics studied across the wider curriculum.

Speaking and Listening

Throughout the school, opportunities to develop pupil's spoken language in a range of contexts underpins the development of reading and writing. Pupils at St. John Vianney school are encouraged to speak clearly, confidently and with expression in order to communicate their ideas and feelings. They are taught to understand and use the conventions for discussion and debate. Pupils are given many opportunities through drama, role play, performances, presentations, debate and the continual use of talk partners in many areas of the curriculum on a daily basis.

Spelling, Grammar and Punctuation

Spelling, Grammar and Punctuation is taught both discretely and as part of English lessons. We use progressive spelling lists across the school, which are matched to the expectations of each key stage in the National Curriculum. These are adapted to meet the needs of individual pupils when appropriate.

Grammar and Punctuation are taught on a daily basis in class as part of a unit of work that is being studied or as a discrete lesson. In Guided Reading, SPAG skills are additionally taught through the teaching of VIPERS skills, which further enhances this element of the curriculum.

Writing

It is our vision, at St. John Vianney school, that every child will become a creative and imaginative writer and hold the skills to be able to write effectively across a range of genres. We aim always to use what we learn in our Reading into our Writing.

We use all areas of the curriculum to develop writing skills and generate purposeful writing experiences for our learners, which will give our children the opportunity to engage in writing that they are interested in and inspired by.

We use a cross curricular approach to writing opportunities, which enables children to make links with other areas of the curriculum and apply their skills across a range of subjects. This ensures that writing opportunities are relevant and real to our children and they can see a clear purpose to their work.

We often seize opportunities to write for real life purposes including competitions, letters to local councillors

Pupils complete one piece of extended Writing at the end of every unit of work in English. Writing is formally assessed termly and teachers work together to regularly moderate writing across the school.

IMPACT

EYFS DATA:

Reading in EYFS is consistently above National Averages. In 2019, for example, 86.7% of children in Reception were EXS+ for Reading in comparison to 77.0% (National Average for 2018). 27.1% of children exceeded the Learning Goal in comparison to 18.6% (National Average, 2018). Children have the chance to enjoy a range of texts in Reception including story time to foster a love of reading and gain a much wider vocabulary.

Writing in EYFS is consistently above National Averages. In 2019, for example, 79.7% of children in Reception were EXS+ for Reading in comparison to 73.7.0% (National Average for 2018). 11.9% of children exceeded the Learning Goal in comparison to 11.1% (National Average, 2018).

	School 2017	School 2018	School 2019	School 2022	School 2023
GLD	73%	75%	76%	71%	73%

PHONICS DATA:

The Year 1 Phonics Screening Test scores are consistently above national averages and show a three year upward trend with figures of 86.9% (2017), 92% (2018) and 93.3% (2019).

	School 2017	School 2018	School 2019	School 2022	School 2023
Year 1	87%	92%	93%	80%	Unable to access test
Year 2	95%	95%	97%	86%	Unable to access test

The percentage of children who passed the Year 1 Phonics Screening Check by the end of Year 2 is also consistently above national averages as the table illustrates above.

KEY STAGE ONE DATA:

EXPECTED STANDARD and GREATER DEPTH STANDARD:

St. John Vianney Primary school has always been above national averages at the Expected and Greater Depth Standard. Again, we feel that this represents strong progress from children's starting points in Reception.

Expected Standard	School 2017	School 2018	School 2019	School 2022	School 2023
Reading	81%	82%	83%	73%	75%
Writing	80%	77%	77%	56%	68%

Greater Depth	School 2017	School 2018	School 2019	School 2022	School 2023
Reading	25%	43%	32%	29%	23%
Writing	19%	22%	22%	8%	14%

KEY STAGE TWO DATA:

EXPECTED STANDARD and GREATER DEPTH STANDARD:

Reading in Key Stage 2 has always been significantly above National Averages.

Expected Standard	School 2017	School 2018	School 2019	School 2022	School 2023
Reading	87%	97%	87%	77%	72%
Writing	90%	87%	93%	77%	78%
EGPS	93%	100%	93%	79%	83%

Reading	20%	71%	40%	37%	42%
Writing	47%	58%	40%	23%	15%
EGPS	40%	74%	53%	41%	37%

We are very proud of how reading and writing is taught in our school and this data shows that our approach is successful in improving reading and writing skills and outcomes across the school.

CULTURAL CAPITAL

At St. John Vianney school, we approach cultural capital through English. The Cultural Learning Alliance defines cultural capital as a way to 'celebrate and embrace the different backgrounds, heritage, language and traditions of all the children living in this country'.

At St. John Vianney school, we promote a varied curriculum that taps into many of the social, moral, spiritual and cultural elements that help a child be prepared for the next step in their lives. This is achieved in a multitude of ways including providing plenty of opportunities to explore new activities through lunchtime and after-school clubs, prioritising school trips (to local theatres and high-schools to participate in, and watch, performances) and providing many opportunities for questioning, curiosity and creativity through the English curriculum delivered. We also aim to build experiences and knowledge through English by immersing children in the language and literature around them. Examples of this in English include: visits to school by visiting storytellers and authors, appreciation and love for books through visits to Seven Stories and local libraries, celebrating texts through time and bringing Reading and Writing to life through visits and visitors to school.

Lunchtime clubs as well as a rich and varied curriculum provide an opportunity to introduce activities to help develop pupils' cultural capital hands on. These include whole-school Reading projects and outdoor learning activities in addition to providing many external experiences through school trips and visits.