



Our Lady & St Patrick's Primary and Nursery School Reading Journey



At OLSP we use a range of strategies and programmes to deliver high quality reading teaching and learning from EYFS through to Year 6.

Our reading results are obtained through a systematic approach to developing reading skills, through a structured and consistent programme, a language rich environment, effective support and intervention, a culture that embraces a love of reading and a well-resourced library that reflects the needs and interests of our pupils.

Early Years

When a child arrives at OLSP, into our Early Years setting, they are provided with high quality reading experiences from their first day. Our Early Years classroom has a wide range of books available throughout the environment, all of which are accessible for children, as well as a wide range of resources and opportunities to apply reading skills.

On entry to Early Years, children are assessed using the following assessments within the the Autumn Term:

- *RWInc Assessments*
- *Observations within the learning environment*
- *Engagement within storytelling and reading sessions within the classroom*

Read Write Inc Phonics

Children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes.

They experience success from the very beginning. Lively phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases.

Along with a thought-provoking introduction, prompts for thinking out loud and discussion, children are helped to read with a storyteller's voice.

Ruth Miskin

In EYFS, children will begin their Read, Write Inc phonics journey. This continues into Key

Stage 1 (Years 1 and 2) until the children are ready to move onto Accelerated Reader.

When using RWI, the children will:

- learn 44 sounds and the corresponding letter/letter groups using simple picture prompts
- learn to read words using Fred Talk
- read lively stories featuring words they have learned to sound out
- show that they comprehend the stories by answering questions.

Read Write Inc runs from EYFS into Year 3 . The children are grouped according to phonic ability, which is assessed termly by RWInc teachers and leaders. Groupings are changed regularly to ensure that the children are working at the appropriate level. Early readers in Years 5 and 6 are supported to develop their phonic knowledge through pinny time and specific interventions which also support comprehension.

Read Write Inc is delivered alongside high quality Writing and Reading lessons both through Talk 4 Writing and whole class reading, using high quality texts. Reading is an integral part of all curriculum subjects. Teachers provide a rich variety of reading texts to support all areas of the curriculum. Maths, English, RE, Topic are all driven by engaging texts that children enjoy and can retell. We encourage storytelling and book talk and, using oracy and role play, immerse children in language and story throughout their reading journey.

Key Stage One

The teaching of reading through 'Read Write Inc' continues from EYFS into Years 1 and 2. At this point, when children are able to decode and understand text confidently and have achieved the expected standard, and who teachers deem ready, will move onto Accelerated reader. Fluency is a key focus and children are expected to have read books through several times until they reach a stage of fluency. The teaching of reading then comes in the form of whole class reading sessions, phonics revision, guided reading and a focus on reading for enjoyment.

Reading is taught utilising texts based on the reading spine that we have developed. These texts are a range of fiction, non-fiction and poetry, and include stories from other cultures to develop our understanding of others around the world and to develop our global learning.

Within Whole Class Guided Reading lessons Years 1 and 2 will focus on the introduction of our seven key reading skills: *Vocabulary, Inference, Prediction, Explanation, Retrieval Sequencing and Summarising (VIPERS)*.

Assessment In Key Stage One

In Year Two, the children will complete Quest reading assessments at the end of each term, whereas Year one will complete them at the end of the Spring and Summer Term. Alongside teacher assessment, these will be used to identify the working level of each child, assess the progress that has been made and identify areas of reading that the children need to develop.

Reading Beyond Phonics (Following Completion of Read Write Inc.)

Once pupils have successfully completed the Read Write Inc. phonics programme, they move to our whole-class reading curriculum. Reading is taught explicitly **three times each week**, using high-quality texts from our whole-school reading spine. These carefully chosen texts include fiction, non-fiction and poetry and expose children to a wide range of authors, genres, cultures and themes.

Our reading curriculum is designed to develop:

- reading fluency
- vocabulary
- comprehension
- reading stamina
- confidence
- a lifelong love of reading.

Each reading lesson follows a consistent structure to ensure progression and high expectations.

Day 1 – Reading Fluency and Vocabulary

The first lesson focuses on developing fluent, expressive reading and understanding key vocabulary.

The teacher models expert reading aloud, demonstrating appropriate pace, phrasing, expression and intonation while thinking aloud to explain how punctuation, vocabulary and author's choices influence meaning. Pupils then participate in repeated oral reading through strategies such as echo reading, choral reading and partner reading to improve automaticity and confidence.

Explicit vocabulary instruction forms part of every lesson. Teachers pre-teach ambitious vocabulary, explore word meanings in context and encourage pupils to use new vocabulary orally and in their written responses.

The lesson concludes with vocabulary and retrieval questions to ensure pupils have a secure understanding of the text before moving into deeper comprehension.

Day 2 – Developing Reading Comprehension through VIPERS

The second lesson focuses on developing pupils' understanding of the text through the VIPERS reading domains:

- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval
- Summarising (and Sequencing where appropriate).

Teachers explicitly model how to answer each question type, demonstrating how to locate evidence, infer meaning, explain authorial choices and justify responses using quotations from the text.

Children discuss their thinking with partners before recording answers independently. Teachers use questioning to deepen understanding and address misconceptions.

Repeated reference back to the text is encouraged so that pupils develop the habits of skilled readers.

Day 3 – Applying Reading Skills

The third lesson enables pupils to apply and deepen their reading skills.

Children revisit sections of the text through further oral reading before completing extended comprehension activities linked to one or more VIPERS domains. Discussion, debate and collaborative learning are used to encourage pupils to justify opinions and make connections within and across texts.

Where appropriate, teachers make links with writing, grammar, speaking and listening and wider curriculum subjects to deepen understanding.

Assessment for learning takes place throughout the lesson through questioning, pupil discussion and written responses, allowing teachers to identify pupils requiring additional support or challenge.

Reading for Pleasure

Developing a love of reading is central to our curriculum.

Our school has a well-stocked library, which pupils access regularly to select books for independent reading and enjoyment. Teachers actively support pupils in choosing books

that both interest and challenge them.

Each class has promoted a love of reading by firstly ensuring they have an inviting book corner or space where children can go and enjoy reading.

In EYFS the children are exposed to high quality books through each area of learning. Throughout the whole school each classroom has a range of books specifically chosen by their teacher. The expectation is that every class reads a story/novel every day.

We arrange whole school events such as World Book Day, poetry slams, reading roundabouts, book fayres, visitors from Teignmouth library, special author days and famous authors holding workshops.

Previously, independent reading was supported through Accelerated Reader. During the 25-26 academic year, we successfully piloted **Sparx Reader**, which will become our principal reading platform over the next three to four years.

Each pupil has an individual Sparx Reader login and is expected to complete reading and comprehension quizzes **two to three times each week**. The platform personalises reading practice, monitors comprehension and encourages regular reading both in school and at home.

Pupils are rewarded for their commitment through the Sparx reward system, earning stickers which contribute towards increasingly prestigious reading bookmarks. This recognition celebrates consistent reading habits, perseverance and achievement while encouraging pupils to read more widely for pleasure.

Alongside Sparx Reader, teachers continue to promote reading through daily class novels, book recommendations, paired reading, book talk, World Book Day, author visits, library visits and opportunities for pupils to share and recommend books with one another.

Assessment

Reading is assessed through:

- ongoing teacher assessment during whole-class reading;
- observation of oral reading fluency;
- VIPERS comprehension responses;
- Quest reading assessments three times each year;
- statutory assessments where appropriate;
- Sparx Reader data, including reading frequency and comprehension outcomes.

Assessment information is used to identify pupils requiring intervention, provide additional challenge and inform future planning.

Year 6 children will sit SATS tests in Autumn and Spring, to prepare for the end of key stage 'Standard Assessment Tests' (SATs) tests at the end of Year 6. Within these tests, the children are given a series of texts to study and then are required to answer a series of

questions, using the seven key reading skills that they have been learning in their whole class reading sessions.

Whole School Reading Spine

The reading spine texts have been selected for each year group as a guide to assist with planning. Texts have been chosen to be progressive across the year groups. Accelerated Reader book levels have helped us to ensure that these texts develop in writing level and content.

These text selections will continue to grow and develop as the year goes on, and staff have been asked to continue to send suggestions that can be added to this list, so that this list evolves throughout the years.

'100 Books' lists

Each key stage has a 100 books list aimed to help children choose a wide range of texts that they can read before leaving their key stage. These books have been selected through wide research and cover a wide range of genres and themes.