



## Our Lady of Peace Catholic Primary and Nursery School

**'With Christ in our hearts, together we grow.'**

### **Reading at Our Lady of Peace Catholic Primary & Nursery School**

#### **Intent**

Reading is the key that unlocks the whole curriculum, so the ability to efficiently decode is essential. At Our Lady of Peace Catholic Primary and Nursery School, we use the Floppy's Phonics programme to teach our children the core skills of segmenting and blending and to start them on their 'reading journey'. We are passionate about ensuring that all children become confident and enthusiastic readers and writers. Through phonics, children learn to segment words to support their spelling ability and blend sounds to read words. The teaching of phonics is of high priority.

Our approach to the teaching of reading is firmly skills-based in the early stages, moving quickly on so that children start to enjoy a wide variety of texts, and ultimately become independent, critical, life-long readers and learners. Children need to see adults enjoying books, school staff are encouraged to share their love of reading with the children. This includes magazines, newspapers and online reading as well as traditional books.

Our school uses The Oxford Reading Tree scheme which has been carefully written to support the process of learning to read and to help children make progress as readers. These are all available for children to take home and read with parents, carers or independently. Further details about home reading expectations can be found in our Reading booklet located on our school website under Parent Information.

#### **Implementation**

Children are introduced to phonics teaching as soon as they enter our Reception class. They begin with a brief recap on Phase 1, and a baseline assessment to check their prior knowledge and experience with phonics. Formal phonics sessions begin early in the Autumn term, where all children learn the phonemes for the corresponding graphemes. The children begin at Phase 2 with single sounds, before progressing onto digraphs, and trigraphs. The sessions also work on the children's recall of 'tricky' words, and providing multi-sensory opportunities to practise letter formation. We follow the structure provided by Floppy's Phonics, with clear

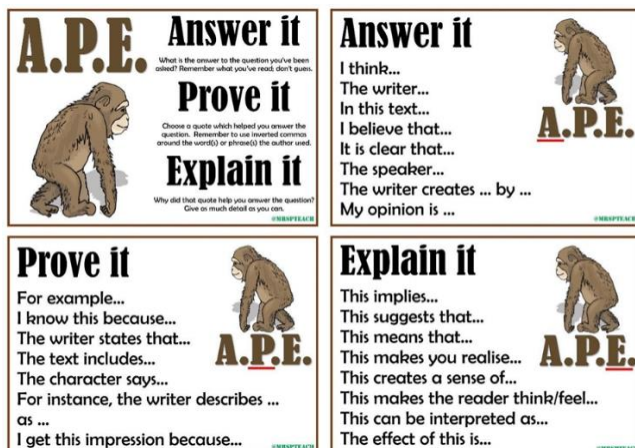
sequential lessons that are based upon prior learning and planned to build upon reading new sounds; words and then grammar. There are 6 levels within the Floppy's Phonics teaching programme

Phonics is delivered daily as an explicit lesson in EYFS and Key Stage One. We stream our children across Key Stage One based on teacher assessments to ensure we can maximise progress across the cohorts. Reception's phonics begins with a whole class approach through quality first teaching, before being organised into groups to practise and apply the knowledge gained. Children are assessed termly on their phonics knowledge which is then used as a basis for intervention, and an opportunity to re-organise groups where necessary.

### **Whole Class Guided Reading**

Children are explicitly taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS which were created by Rob Smith (The Literacy Shed). Reading skills are taught and practised using the VIPERS during whole class reading sessions. Texts are carefully selected to make explicit links with English units of work as well as the wider curriculum. The question domains focused on in sessions will vary from session to session/class to class depending on the needs of the children but as a general rule time spent on each VIPER is based upon the English Reading Test Framework, number of marks available for each content domain.

Most sessions will start with a couple of quick questions that will focus on the summarise domain. The class teacher will model reading, paying close attention to punctuation and intonation. Sometimes, the teacher will read aloud whilst pupils track the text. Other times, pupils will read aloud or will take on the parts of the characters. This gives the class teacher an opportunity to assess fluency and accuracy when reading. To check for pupil understanding, pupils will then work through a series of questions (each representing one of the reading domains), pupils may wish to revisit the text in order to answer these questions. Children will use the skimming and scanning/fastest finger first techniques that they have been taught, this will help them to quickly retrieve the necessary information.



Some questions only require oral feedback, children will be given time to discuss the question and/or text with a partner or in a group before discussing it as a whole class. During the written question segment of the lesson, children can access peer support and/or adult support. Answers are either marked actively in that session for retrieval type questions whereas more detailed answers are modelled and then marked/checked by the class teacher.

In line with the disciplinary literacy approach, we are working hard to ensure that children build a wide repertoire of vocabulary. When focusing on the 2a domain, we look at the etymology and morphology of the word. New vocabulary is displayed in each classroom.

Questions from the following domains: 2e, 2f, 2g & 2h, are sometimes worth 3 marks and therefore require further modelling and discussion. To help scaffold our pupils' answers, we use the A.P.E approach. Children are also given sentence stems so that they know how answer each question fully.

## Reading Comprehension Lessons

At OLOP, the purpose of a reading comprehension lesson is to teach children the skills needed to gather meaning and connect the ideas that are given to them on a page. Children are shown that the concept of 'comprehension' is used within life throughout the day; for example, comprehending how someone is feeling, understanding what someone is inferring when they talk. The main concepts children focus on are: Retrieval, Vocabulary (Word Meaning), Inference, Sequencing, Summarising, Prediction and Authorial Intent. The questions help the children make progress towards the reading domains in both key stage one and two which are outlined below:

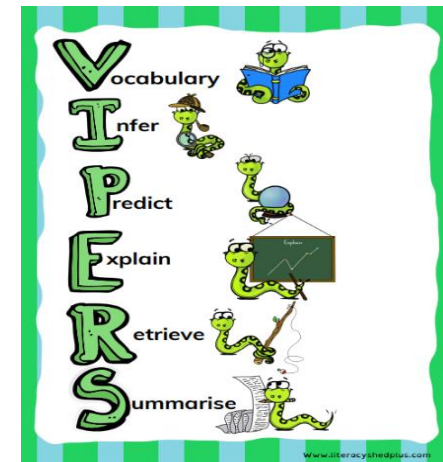
### **Key stage one:**

- Draw on knowledge of vocabulary to understand texts
- Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- Identify and explain the sequence of events in texts

- Make inferences from the text
- Predict what might happen on the basis of what has been read so far.

### **Key stage two:**

- Give/explain the meaning of words in context
- Retrieve and record information/ identify key details from fiction and non-fiction
- Summarise main ideas from more than one paragraph
- Make inferences from the text/ explain and justify inferences with evidence from the text
- Predict what might happen from details stated and implied
- Identify/ explain how information / narrative content is related and contributes to meaning as a whole
- Identify/ explain how meaning is enhanced through choice of words and phrases
- Make comparisons within the text.



### **Recording and Assessment during Guided Reading sessions**

Some questions will require pupils to orally talk through their answers and ensure it is the best they can give before writing anything down. We also acknowledge it is good for children to also be able to formally record an answer. Children can do this in a variety of different ways such as discussing the answer first with peers and/or an adult and then writing their best answer, working individually and then editing their answer accordingly after discussion or orally discussing 1 or 2 of the questions and writing down the others working individually.

During VIPERS sessions, teaching staff may decide to focus on specific children, this may mean hearing them read individually whilst others are reading independently, in pairs or groups, discussing answers with those children and working one to one or within a group with them during a session whilst the others form an answer independently. Teachers can then assess these children based on NC expectations and how they are performing relating to the specific content domain. At the end of each half-term, pupils are formally assessed. This information is used to adjust children's reading levels based on their Reading age and the appropriate level guidance from Oxford Reading Tree.

## **Impact**

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they progress into key stage two. Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. Other ways we measure progress include:

- Assessment of reading/comprehension tasks and regular knowledge check activities
- Ongoing teacher assessment
- In school attainment tracking (Pira Tests)
- Engagement in enrichment activities
- Pupil voice- questionnaires, pupil books and learning reviews
- Subject leader monitoring
- Lesson visits, scrutiny of books, assessment, pupil interviews and questionnaires.
- Governor monitoring

