

Reading Curriculum and Enrichment at St. Catherine's Catholic Primary School

At St. Catherine's Primary School, reading is at the heart of the curriculum. Our aim is to teach children to become confident and competent readers, as well as developing a life-long love of reading for pleasure. Our school environment reflects a passion for reading and parents are actively encouraged to be involved in their child's reading journey throughout their time at school.

On a daily basis, throughout the school, teachers read to the children.

The Teaching and Learning of Phonics at St. Catherine's Catholic Primary School

At St. Catherine's, we teach phonics through Essential Letters and Sounds; this is a phonics programme based on Letters and Sounds (2007). This phonics programme supports each child in making quick progress to become fluent and confident readers.

In Reception and Year 1, phonics is taught through daily phonics lessons which supports the learning of the phonemes and corresponding graphemes, harder to read and spell words and the skills of segmenting and blending for the development of fluent reading.

We encourage children to re-read texts, building confidence, pace and fluency, we read with the children everyday which hugely supports them in their journey to becoming an independent reader.

It is a key part of learning to read that children re-read words and sentences that they can decode (sound out) until they are fluent (read with ease and precision).

The texts sent home are carefully matched to the teaching taking place in school, practising what has been taught in school at home. We only ask children to read books independently when they can decode these by themselves.

In addition to this, the children are exposed to a wide range of quality texts which are readily accessible in the learning environment. They enjoy shared reading with an adult and access to books around the classroom.

The Teaching of Reading

Reading in Reception



Books are available in every area of Class 1 to inspire

Children practise reading on a 1:1 basis with the Class Teacher. We use a range of books that support early sight recognition, blending, sentence structure and comprehension. As soon as the teacher assesses a child to be ready, they are introduced to paired reading with an adult; the texts used are linked directly to the phonics scheme (ELS).

Children are given school reading books through which they apply their phonic knowledge and their growing understanding of the layout and features of written texts, as well as starting to develop basic skills in deduction and inference. Children's progress in developing and applying their phonic knowledge is carefully assessed and monitored.



Class 1's reading corner

Reading in Key Stage One



In Year One, the children complete the National Phonics Screening Check – a statutory assessment that was introduced in 2012 for all Year 1 pupils. The test comprises a list of 40 real words and nonsense words that assess phonics skills and knowledge learned through Reception and Year 1. The check is very similar to tasks that the children already complete during phonics lessons.

The children are also introduced to shared and guided reading in a small group with an adult. The texts continue to be closely linked to the phonic stage they are working in and the sessions also develop their ability to discuss and analyse a text, using skills such as prediction and developing a growing vocabulary.

Key words are available for pupils to read and interact with throughout KS1



Reading in Key Stage Two

As children progress into Key Stage 2, they revise and consolidate the phonics learned so far. They also continue with group and whole class guided reading sessions with the aim of exposing children to a range of quality texts of various genres. The texts are linked to their reading ability, but also provide a greater element of challenge, to further develop their comprehension skills in line with the expectations of the National Curriculum.

Children continue to have individual reading books and to read with an adult each week, promoting a 'love of reading' and to monitor and assess progression through the reading bands.

In Upper Key Stage Two children move towards becoming free readers, when it is assessed as appropriate. In addition, the children share high quality class texts, through which the full range of English reading and writing skills are taught, as well as opportunities for reading across the curriculum.

In the Summer Term, Year 6 children have statutory tests (SATs). To prepare the children for this, we ensure our teaching includes opportunities to develop the skills of formal comprehension, inference and deduction.



Class 3's library



Class 4's library

Whole School Reading



At St Catherine's Primary we place a great deal of importance on sharing the experience of reading together. The children enjoy reading with their Year 6 Buddies, assemblies with parents, library visits and literary guests including authors and poets, Prayer and Liturgy sessions, Library Café events and national reading celebrations such as Harry Potter night amongst others.

Reading with buddies is a popular activity

We provide a wide range of enrichment opportunities across all ages:

- 📖 Regular visits to Penrith Library for story time, to learn library skills and choose books for class library.
- 📖 Reading assemblies for classes to share their work.
- 📖 Involvement in Whole School events to promote reading
- 📖 Book Swap Events
- 📖 Author visits
- 📖 Topic books displayed on all cross curricular displays
- 📖 County Library (The Book Bus) visits – Librarian reading to children
- 📖 Book Fairy visits classes every half-term
- 📖 Birthday Books – pupils donate a book to the class library instead of bringing sweets
- 📖 Assemblies throughout the year.
- 📖 Writers Week based on quality texts.
- 📖 Involvement in National reading events (National Poetry Day, Libraries Week, Storytelling Week, World Book Day)
- 📖 Whole school Faith Days, relevant books based around the Bible and other religions
- 📖 Visits from outside agencies to enhance the curriculum (Cumbria Wildlife Trust, Cats Protection, visiting authors)

In Key Stage Two in addition to the above:

- 📖 Class Reading Raffle – encouragement to read at home with an adult
- 📖 Marble in a jar – whole class treat (LKS2)

Year	Phonics	Teaching strategies	Reading for Pleasure opportunities in school	Skills Progression	Parental engagement	Assessment	End Point Standard
Reception	<p>ELS Phonics Scheme (Essential Letters and Sounds)</p> <p>Book 1 from the Autumn Term</p>	<p>Free play reading encouraged, books in all areas of the classroom.</p> <p>Adult encouragement to use relaxing quiet areas in room, books in those areas.</p> <p>Daily reading during phonics lessons</p> <p>Daily ELS intervention, GPC recognition and word blending - 1:1 with key children daily</p> <p>Weekly 1:1 reading with CT (from the Autumn Term)</p> <p>1:2 reading with CT for those able to access (most 1:1)</p> <p>Class and group story time daily</p> <p>Story Sacks and baskets, puppets</p> <p>Use of high quality stories from other cultures to promote difference & diversity</p> <p>Alphabet, spelling and word games</p> <p>Helicopter Stories – children dictate their stories, which are written as told by the teacher. The children then gather to act out their story.</p>	<p>Reading House in the classroom to promote pupils' interests.</p> <p>Phonic play and reading resources available throughout the classroom.</p> <p>Signage throughout all classroom areas including outside – using ELS resources</p> <p>Topic books used throughout the classroom.</p> <p>Picture and story books to go home – parents support child in choosing.</p> <p>Whole school Year 6 Buddy reading events half termly</p> <p>Access to story sacks and story boxes in class reading area.</p> <p>Dressing up costumes for storytelling</p> <p>Small world toys for storytelling – character dialogue.</p> <p>Penrith Library Van books in the class library</p>	<p>Read and understand simple sentences.</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Read some common irregular words.</p> <p>Demonstrate understanding when talking with others about what they have read.</p> <p>Listening and attention Speaking Recall Rhyme Handling Understand that print carries meaning Independent use of books Learning Nursery Rhyme by heart Re-reading familiar texts</p>	<p>Induction Day introduction Stay and Play sessions x3 – Summer Term</p> <p>Each week three parents invited into school to discuss child's reading and progression. (Focus children termly)</p> <p>Parents evening 3x per year (as above)</p> <p>2x reading books go home per week – directly linked to ELS</p> <p>'Monkey books' (reading records) used regularly to communicate between home/ school.</p> <p>Seesaw</p> <p>Regular Assemblies</p>	<p>Ongoing – teacher assessment during phonics sessions</p> <p>ELS formal assessment every 5 weeks using <i>Phonics Tracker</i> online</p> <p>3 focus children per week - termly</p> <p>Each half term every child assessed against ELG's</p> <p>Monitored by CT on monthly basis.</p>	<p>All children secure reading books as stated in ELS guidance</p>

Year	Phonics	Teaching strategies	Reading for Pleasure opportunities in school	Skills Progression	Parental engagement	Assessment	End Point Standard
Year 1	<p>ELS Phonics Scheme (Essential Letters and Sounds)</p>	<p>As Reception in addition to: Guided Reading groups of 4-5</p> <p>Guided Reading books above ability level to promote progression.</p> <p>Games to prepare children for the Phonics Screening Test.</p> <p>Daily literacy lessons using a range of high quality texts</p>	<p>Reading area in the classroom to promote fiction, non-fiction and poetry.</p> <p>Phonic play and reading resources available throughout the classroom.</p> <p>Signage throughout all classroom areas including outside.</p> <p>Topic books used throughout the classroom.</p> <p>Classroom displays linking topics. County Library – Blue topic Box Books</p> <p>Whole school buddy reading events half termly</p> <p>Access to story sacks</p>	<p>Recall and rhyme</p> <p>Independent choice & use of books</p> <p>Beginning to read with fluency, pausing at full stops.</p> <p>Awareness of punctuation used for effect.</p> <p>Discussing plot and making predictions.</p> <p>Learning poetry by heart.</p> <p>Knowledge of significant authors.</p> <p>Apply phonic knowledge & skills to decode words.</p> <p>Know the correct sound for all 40+ phonemes.</p> <p>Blend sounds in unfamiliar words.</p> <p>Read common exception words.</p> <p>Read –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read more than one syllable.</p> <p>Read contractions</p> <p>Read aloud books that are consistent with their phonic knowledge.</p> <p>Re-read to build up their fluency and confidence in word reading.</p>	<p>Parents evening 2x per year.</p> <p>2x reading books go home per week – directly linked to ELS scheme</p> <p>‘Monkey books’ (reading records) used regularly to communicate between home/ school.</p> <p>Seesaw</p> <p>Regular Assemblies</p>	<p>Ongoing</p> <p>Daily phonics sessions</p> <p>Weekly shared/guided reading sessions</p> <p>Each half term every child assessed against National Curriculum standards</p>	<p>All children secure reading books as stated in ELS guidance</p>

Year	Phonics	Teaching strategies	Reading for Pleasure opportunities in school	Skills Progression	Parental engagement	Assessment	End Point Standard
Year 2	ELS Phonics Scheme (Essential Letters and Sounds)	<p>Daily literacy lessons using a range of high quality texts.</p> <p>Class and group story time daily.</p> <p>Topic books used throughout teaching.</p> <p>Reading Morning: children access a rotation of reading activities.</p> <p>Role play stories</p> <p>Guided Reading groups of 4-5</p> <p>Guided Reading books above ability level to promote progression.</p> <p>1:1 story reading with key children daily</p> <p>1:1 high frequency word reading with key children daily</p>	<p>Reading area in the classroom to promote fiction, non-fiction and poetry.</p> <p>Signage throughout all classroom areas including outside.</p> <p>County Library Van – books used throughout the classroom.</p> <p>Classroom displays linking topics.</p> <p>County Library – Blue topic Box Books</p> <p>Whole school buddy reading events half termly.</p> <p>Children listening to stories being read by an adult.</p> <p>Penrith Library Summer Reading Challenge.</p>	<p>Continue to apply phonic knowledge to decode words until automatic decoding has become embedded and fluent.</p> <p>Read accurately by blending, recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables.</p> <p>Read common suffixes. Read further common exception words, noting unusual correspondences.</p> <p>Read without overt sounding and blending.</p> <p>Read aloud books</p> <p>Re-read books to build up fluency & confidence.</p> <p>Learning poetry by heart.</p> <p>Knowledge of significant authors. Use expression and intonation.</p>	<p>Parents evening 2x per year.</p> <p>2x reading books go home per week (Pink-Red)</p> <p>‘Monkey books’ (reading records) used regularly to communicate between home/ school.</p> <p>High Frequency word homework.</p> <p>Teacher meeting with parents about the progress of key readers and support with reading at home.</p> <p>Regular Assemblies</p>	<p>Ongoing</p> <p>Daily phonics sessions</p> <p>Weekly shared/guided reading sessions</p> <p>Each half term every child assessed against National Curriculum standards.</p> <p>PIRA tests in the Spring and Summer term.</p> <p>SATs assessment</p>	Reading – Gold Book Bands

Year	Teaching strategies	Reading for Pleasure Opportunities in school	Skills Progression	Parental engagement	Assessment	End Point Standard
Year 3	<p>Daily English lesson based on quality text of a variety of genre. 3 lessons a week involves Whole Class Guided reading.</p> <p>Class Teacher reading to whole class.</p> <p>Continuation of No Nonsense Phonics (Stage 9)</p> <p>RIC starters during topic work to enhance understanding across the curriculum.</p> <p>Group Guided reading sessions when appropriate</p> <p>1:1 key readers daily with CT/TA</p> <p>Class Teacher reads 1:1 with every child once per half term.</p>	<p>Children given time to access Class library independently.</p> <p>Library comprises of wide variety of genre.</p> <p>Class Teacher reading to whole class daily.</p> <p>County Library – Blue Box Topic Books</p> <p>Extreme Reading Challenge (annual)</p> <p>Children choose reading books with TA</p> <p>Whole School reading with buddies</p> <p>Topic books on all cross curricular displays</p> <p>Reading Raffle – encouragement to read at home with an adult.</p>	<p>The children are beginning to: Consolidate knowledge of phonics and spellings to enhance meaning in texts.</p> <p>Develop a positive attitude towards reading.</p> <p>Read with fluency and pace.</p> <p>Understand what they have read in books read independently.</p> <p>Consider and discuss author's choice of vocabulary.</p> <p>Draw inference from a text.</p> <p>Make predictions about a text.</p> <p>Discuss books with adults and peers.</p> <p>Retrieve information from a range of text types.</p>	<p>Reading books go home daily with reading diary.</p> <p>Parents evening 2x per Year</p> <p>Welcome to Key Stage 2 meeting Sept/Oct</p> <p>Summer reading Challenge</p> <p>Strive for 5</p> <p>Book swap 5 per year.</p> <p>Regular Assemblies</p>	<p>PIRA tests termly</p> <p>Class Teachers ongoing assessment</p> <p>Monitoring by HT 4x per year.</p>	Reading – brown book band
Year 4	<p>As Year 3 in addition to:</p> <p>Buddy reading over lunchtime</p> <p>Use of Wolf Hill comprehension scheme</p> <p>Whole Class texts are a level too high to encourage progression.</p> <p>Guided reading groups used as intervention to support children.</p> <p>Formal teaching of written Comprehension using Whole Class texts.</p>	<p>As Year 3 in addition to:</p> <p>Library Café (parents invited)</p> <p>Less focus on book bands to allow for reading for enjoyment / pleasure. (this is supported by CT/TA)</p> <p>Reading with buddies in Year 2 on Whole School reading days.</p> <p>Use of ipads to enjoy ebooks (oxford owl)</p>	<p>The children can: Consolidate knowledge of phonics and spellings to enhance meaning in texts.</p> <p>Develop a positive attitude towards reading.</p> <p>Read with fluency and pace.</p> <p>Understand what they have read in books read independently.</p> <p>Consider and discuss author's choice of vocabulary.</p> <p>Draw inference from a text.</p> <p>Make predictions about a text.</p> <p>Discuss books with adults and peers.</p> <p>Retrieve information from a range of text types.</p>	<p>Reading books go home daily with reading diary.</p> <p>Parents evening 2x per yr</p> <p>Summer reading Challenge</p> <p>Reading homework involving parents.</p> <p>Reading homework linked to Class Text.</p> <p>Comics, magazines and Non-fiction sent home for reading.</p> <p>Book swap 5 per year.</p> <p>Regular Assemblies</p>	<p>PIRA tests termly</p> <p>Class Teachers ongoing assessment</p> <p>Monitoring by HT 4x peryear.</p>	Reading - Dark Blue Book Band

Year	Teaching strategies	Reading for Pleasure Opportunities in school	Skills Progression	Parental engagement	Assessment	End Point Standard
Year 5	<p>As Year 4 in addition to:</p> <p>Children write book reviews when completed books.</p> <p>Most English lessons involve Whole Class Guided reading.</p>	<p>As Year 4 in addition to:</p> <p>Less focus on book bands to allow for reading for enjoyment / pleasure. (Supported by CT/TA)</p> <p>Buddy reading with Year 1 on whole school reading days.</p>	<p>The children are beginning to:</p> <p>Maintain a positive attitude to read and understand what they have read using a range of text types and strategies.</p> <p>Read with fluency.</p> <p>Understand what they have read; Asking questions, re-reading, drawing inference, predicting and summarising</p> <p>Discuss a text and the authorial choices used.</p> <p>Recognise fact and opinion.</p> <p>Retrieve information from a range of texts including non-fiction.</p> <p>Explain and discuss what they have read.</p> <p>Justify their opinion regarding a text.</p>	<p>Reading books go home daily with reading diary.</p> <p>Parents evening 2x per Year</p> <p>Welcome to Key Stage 2 meeting Sept/Oct</p> <p>Summer reading Challenge</p> <p>Strive for 5</p> <p>Book swap 5 per year.</p> <p>Regular Assemblies</p>	<p>PIRA tests termly</p> <p>Class Teachers ongoing assessment</p> <p>Monitoring by HT 4x per year</p>	<p>Reading – Maroon Book band / free reading</p>
Year 6	<p>Quality book stimulus for English lessons.</p> <p>Comprehension lessons weekly</p> <p>TA reads with key readers' regularly</p> <p>Use of whole Class Guided reading</p>	<p>As Year 5 in addition to:</p> <p>Buddy readers with Reception</p> <p>Leaders of Reading Ambassadors group</p>	<p>The children can:</p> <p>Maintain a positive attitude to read and understand what they have read using a range of text types and strategies.</p> <p>Read with fluency.</p> <p>Understand what they have read; Asking questions, re-reading, drawing inference, predicting and summarising</p> <p>Discuss a text and the authorial choices used.</p> <p>Recognise fact and opinion.</p> <p>Retrieve information from a range of texts including non-fiction.</p> <p>Explain and discuss what they have read.</p> <p>Justify their opinion regarding a text.</p>	<p>Encourage children to visit Library in own time</p> <p>Reading comprehension homework</p> <p>Independent reading book sent home.</p> <p>Regular assemblies</p>	<p>PIRA tests Autumn and Spring</p> <p>Class Teachers ongoing assessment</p> <p>SATs Assessment May</p>	<p>Free readers</p> <p>Expected Standard or Above</p>