



Reading and Phonics

Intent

Vision Statement:

We recognise that the Curriculum reaches far wider than the learning that happens in formal lessons in each classroom. It includes everything that a child experiences in their time at our school and develops the very person they are becoming, with their talents, their needs and their aspirations for the future. Each experience provides a learning opportunity to develop and prepare our children for life in modern Britain as global citizens through the lens of Catholic life.

At St Gregory's, we are inclusive and recognise that everyone has their own unique God-given talents. Our curriculum is progressive and builds on prior knowledge, understanding and skills so that we develop our whole school community academically, spiritually, emotionally, morally and socially. This enables our children to develop cultural capital and become righteous citizens who give to society. We provide creative and engaging opportunities that inspire and motivate our children to become lifelong learners and have aspirations to be the very best they can be.

In Reading, we aim for all of our children to see themselves as skilled readers, confident communicators and authors. We endeavour to inspire a sense of curiosity in our children and develop their enthusiasm for reading, recognising that the skills and knowledge they learn through reading can be used to have a positive impact on God's world around them.

To be able to be a skilled reader, children will need to build up the skills, knowledge and understanding of word reading and comprehension. They will need to understand and use the language of reading and apply these reading skills and knowledge across the curriculum.

To be a reader, children need to be competent with both:

- word reading
- comprehension (both listening and reading)

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading when children first start at our school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and a knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday spoken language. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in readiness for their forthcoming secondary education.



Implementation

Statement of Implementation:

The overarching aim for English in the National Curriculum (2014) is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for reading aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

The National Curriculum is the part of the St Gregory's curriculum that maps out the knowledge and skills that we want our children to learn and experience in each subject. The wider curriculum includes a number of vehicles to develop the whole child and includes:

- **Inclusion using teaching for mastery** – our mastery approach ensures that all children are exposed to the same curriculum content by breaking sessions down into small learning intentions and focusing on developing deep understanding, providing support and intervention to address each individual pupil's needs. This enables all children, including those with SEND, from disadvantaged backgrounds and from multi-lingual backgrounds to achieve their true potential through careful support and scaffolding.
- **Oracy, vocabulary and reading for pleasure** – we provide a language-rich environment with a sharp focus on Oracy and the development of rich vocabulary which includes technical vocabulary relevant to the progression of each child's learning. Talk is central to learning and as such, Oracy activities are woven through all activities and experiences to give children plenty of opportunity to develop and practise their speaking and listening skills. Reading is integral to our curriculum design with daily opportunities to hear and read a range of texts – this exposes children to a wider range of vocabulary, develops a love of reading and improves reading fluency.
- **Catholic Social Teaching** – are the principles to living life through the lens of a Catholic. They are principles that support children to make links from their learning through to the world in which they live and helps them to be givers rather than takers in our society. These are woven carefully through the subject lessons and also used to apply the knowledge of the topics through discrete lessons to help deepen their understanding of the context of their learning in the wider world and empowering them to challenge social injustice.
- **Metacognition and self-regulated learning (including growth mind-set and restorative practice)** – children are supported to manage emotions, develop a positive sense of self, set themselves aspirational goals and have confidence in their own ability. This is supported by the use of our St Gregory's learning profile and growth mind-set approach giving our children a



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better awareness of how they learn, the emotions linked to this and the transferable learning skills needed to be the very best they can be and reach their potential.

- Teachers support pupils to plan, monitor, and evaluate their learning. Developing the children's **metacognitive** knowledge of how they learn and their knowledge of themselves as a learner and strategies that help them – these things support them in becoming independent learners.
 - **Restorative practice** helps our children to develop stronger relationships, and become problem solvers within these relationships, setting firm foundation for learning, so that they are more resilient to overcome adversity within their lives.
 - **Self-regulated learners** are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.
- **Retrieval opportunities** – enable our learners to embed knowledge by transferring it from their working memory to their long term memory. We make deliberate connections between current and prior learning and recall learning by providing opportunities such as low stakes quizzes, oracy activities and challenging discussions based on question stems.
 - **Extracurricular opportunities** – provide a wide range of additional experiences for the children to inspire them within their learning and add a wider context for them. This also enables us to seek out and develop the talents in every child. For example trips, library visits, literature festival, clubs (book clubs, debating clubs), reading buddies between Reception/Y6, assemblies, liturgies, mass, chaplaincy, school council, book fair, World Book Day, paired reading buddies, residential, outdoor learning, a range of bedtime stories for our children on the website, nativity and Y6 production.

These aspects are expanded further in our [teaching and learning policy](#).

Phonics Scheme:

We use Unlocking Letters and Sounds (ULS) SSP which was validated by the DfE in December 2021.

We begin teaching phonics in the first weeks of term 1 in Reception and children make rapid progress in their reading journey. Children begin to learn the main sounds heard in the English Language and how they can be represented, as well as learning 'Common Exception' words for Phases 2, 3 and 4. They use these sounds to read and write simple words, captions and sentences. Children leave Reception being able to apply the phonemes taught within Phase 2, 3 and 4.

In Year 1 through Phase 5a, b and c, they learn any alternative spellings and pronunciations for the graphemes and additional Common Exception Words. By the end of Year 1 children will have mastered using phonics to decode and blend when reading and segment when spelling. In Year 1 all children are screened using the national Phonics Screening Check.

In Year 2, phonics continues to be revisited to ensure mastery of the phonetic code and any child who does not meet age related expectations will continue to receive support to close identified gaps. For further details please see the Unlocking Letters and Sounds Progression.



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Unlocking Letters and Sounds Progression

The progression used in Unlocking Letters and Sounds largely follows the progression contained in Letters and Sounds 2007, with some modifications based upon:

- a decade of experience of teaching using Letters and Sounds in schools
- feedback from schools who have been trialling the Unlocking Letters and Sounds programme
- refinements and clarifications of learning elements omitted from Letters and Sounds
- updated guidance, including requirements from the National Curriculum

The progression is structured broadly to follow Phases 2 to 5 of Letters and Sounds, but some phases are subdivided into smaller sections, offering structured opportunities for revision (Mastery) and for spelling development. The phases are organised as follows:

- Phase 2
- Phase 3
- Phase 3 Mastery
- Phase 4
- Phase 4 Mastery
- Phase 4 Revision (including NC Y1 requirements)
- Phase 5a
- Phase 5a Mastery (including NC Y1 requirements)
- Phase 5b
- Phase 5c
- Phase 5a Spellings recap and 5b) Mastery
- Phase 5c Mastery

Year group	Week (Term)	Week (Phase)	Phase	GPCs taught	CEW taught
Preschool			One	Sound discrimination, phonological awareness, rhyme, oral blending and segmenting	
Reception Autumn Term 1	1	1	Two	s a l p	
Reception Autumn Term 1	2	2	Two	i n m d	
Reception Autumn Term 1	3	3	Two	g o c k	Read the
Reception Autumn Term 1	4	4	Two	ck e u r	Read to, into
Reception Autumn Term 1	5	5	Two	h b f ff	Read no, I

Unlocking Letters and Sounds Progression 1

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Progression

Reception Autumn Term 1	6	6	Two	I B ss	Read words with -s ending	Read go
Reception Autumn Term 2	1	1	Three	j w x		Read me
Reception Autumn Term 2	2	2	Three	y z zz qu		Read we, be Write the into go to
Reception Autumn Term 2	3	3	Three	ch sh th (voiced and unvoiced) ng		Read he, she
Reception Autumn Term 2	4	4	Three	ai ee igh oa		Read was, you Write I no
Reception Autumn Term 2	5	5	Three	oo ar or ur		Read they, all
Reception Autumn Term 2	6	6	Three		Read words containing -ing endings with no change to the root word Assess and review Phase 3 work Weeks 1 - 5	
Reception Spring Term 1	1	7	Three	ow oi ear air		Read are, my
Reception Spring Term 1	2	8	Three	ure er	Reading and spelling words containing digraphs and trigraphs	Read her
Reception Spring Term 1	3	9	Three		Assess and review Phase 3 work	
Reception Spring Term 1	4	1	Three (Mastery)	Revisit GPCs and CEW: j w x, me		Revisit me
Reception Spring Term 1	5	2	Three (Mastery)	Revisit GPCs and CEW: y z zz qu, we, be		Revisit we, be
Reception Spring Term 1	6	3	Three (Mastery)	Revisit GPCs and CEW: ch sh th ng, he, she		Revisit he, she
Reception Spring Term 2	1	4	Three (Mastery)	Revisit GPCs and CEW: ai ee igh oa, was, you		Revisit was, you

Unlocking Letters and Sounds Progression 2

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To ensure no child is left behind at any point in the progression, children are regularly assessed and supported to keep up through bespoke 1-1 interventions. These include GPC recognition and blending and segmenting interventions. The lowest attaining 20% of pupils are closely monitored to ensure these interventions have an impact.

Reading Scheme:

At The Catholic School of St Gregory the Great we promote a 'phonics first' approach and in both our guided reading sessions at school and in the books children take home, texts are very closely matched to a child's current phonics knowledge so that every child can experience real success in their reading.

In these crucial early stages of reading we primarily use books from Ransom Reading Stars Phonics and Oxford Reading Tree to ensure complete fidelity to the Unlocking Letters and Sounds progression we follow. Once children progress beyond decodable texts, they move onto our book scheme so that they can continue to progress in their decoding, fluency and comprehension skills to become avid, expert readers.

How we plan for progression in reading at St Gregory's:

The St Gregory's Curriculum is designed around year group themes. Each has been structured and sequenced in order to engage pupils in purposeful learning by building on prior knowledge and helping connect knowledge, understanding and skills year-on-year both within reading and across other subjects too. Reading is not only a standalone subject but is also a golden thread through our curriculum.

In EYFS and KS1, children take part in small group guided reading sessions following the Unlocking Letters and Sounds (ULS) SSP. These provide opportunities for modelling and teaching of early reading and decoding skills, prosody and comprehension, to ensure that their link between the daily phonics lesson and fluency of reading is strong. In KS2, children take part in discrete whole class Guided Reading lessons once a week, where children are exposed to a range of different texts. Additionally, English is taught through immersion in a high quality text, developing children's reading fluency and depth of understanding in a range of reading, writing grammar, punctuation and oracy skills.

We know that children who are exposed to a wide variety of texts by being read to and reading themselves for pleasure develop a greater vocabulary, greater reading fluency and greater



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comprehension. We also know they typically go on to have better outcomes in life. Therefore, a rich diet of reading and our encouragement of reading for pleasure are at the heart of our reading principles.

By the time children leave us they are competent, fluent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, plays, novels and non-fiction and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. Most importantly they have a love for reading and understand the joys it can bring to them and to the world!

Reading Curriculum Coverage:

Coverage is based on the Statutory framework for the Early Years Foundation Stage and the National Curriculum 2014 Programme of Study with objectives allocated across phases and year groups, to ensure a progression of knowledge, skills and understanding.

Progression of Skills

Phonics:

The ULS phonics assessment sheets, alongside our class phonics tracker, maps incremental progression in phonic knowledge and skills. These documents enable teachers to conduct frequent and ongoing assessment to track and record children's progress and to identify those children at, below or above expected levels, so that appropriate support can be provided. Children who are at risk of falling behind are placed on targeted ULS interventions which provide extra practice so they can consolidate and master the content of the programme.

'Decodable' books have been carefully structured in cumulative steps using the phases and sets outlined in the ULS SSP progression for children learning to read, so that they can decode every word as their knowledge of the alphabetic code increases. Use of the ULS phonics assessment sheets alongside our class phonics tracker ensures children can practise their phonic knowledge and skills by reading texts closely matched to their level of phonic attainment that do not require them to use alternative strategies to read unknown words.

Unlocking Letters & Sounds Individual Assessment Record		
Name of child: Date of assessment and colour of highlighting:		
Phase 1 Oral blending	m – a – n s – o – ck c – u – p p – e – g f – i – sh h – a – n – d t – e – n – t f – i – a – g	
Phase 2 Set 1 Set 2 Set 3 Set 4 Set 5	s a t p i n m d g o c k c k e u r h b f f l l i s s	sat tap sap pat pan pin sit tip pit got pod cat can kit run sick deck red den hit hiss huff bill fun but
Phase 2 Common exception words	l, no, go, to, the, into	
Phase 3 Set 6 Set 7 Set 8 Set 9 Set 10 Set 11 Set 12	j v w x y z z z qu ch sh th ng al ee lgh oa oo ar or ur ow oi ear air ure er	jam van wet box yet zip fuzz quilt chip shop that thing rain sheep high boat book toot farm fork hurt cow coin dear hair pure corner
Phase 3 Common exception words	Me, we, be, he, she, was, you, they, all, are, her, my	
Phase 4 Words with adjacent consonants Polysyllabic words	spot trip glass track swim bend last drum went damp green train smart growl spoil chest tenth best paint boost handstand shampoo starlight floating lunchbox pondweed	
Phase 4 Common exception words	said have like so do some come were there little one when out what	
Phase 5a	ay ou ie ea oy ir ue(glue) ue (cue) aw wh ph	day cloud tie treat enjoy girl blue rescue lawn when dolphin

[illegible]

Reading:

Children will continue on the ULS SSP programme and 'set' books until they have achieved phase 5. In KS1, once children are assessed as achieving phase 5 in phonics they move onto our school reading scheme (Oxford Reading Tree) levelled books. These are levelled books, which match the children's current reading level. We expect families at home to read these books with their child daily and make comments in their child's reading record.

To ensure children are on the right level of home reading book on the Oxford Reading Tree scheme, teachers plan in time to assess children. This happens on an ongoing basis and these judgements are informed by:

- assessment statements linked to the Oxford Reading Tree scheme
- assessment from guided reading lessons
- ongoing formative assessment
- summative assessment tests
- professional dialogue with Teaching Partners, volunteers and all staff

We use this ongoing assessment to help us quickly target children who require extra support and who are at risk of falling behind.

There will be some children who take longer to achieve phase 5 than KS1 however, their needs will be assessed alongside the inclusion department and when the time is right for each of them, they will move to levelled books too.



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KS2 Reading Tracker:

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7	Term 8	Term 9	Term 10	Term 11	Term 12
Year 1												
Year 2												
Year 3												
Year 4												
Year 5												
Year 6												

Oxford Reading Tree Assessment Sheet:

Oxford Reading Criterion Scale			
STANDARD 7: Year 6/Primary 7		Date:	
No.	Criteria	Evidence ¹	
1	Can understand the meaning of unknown words and phrases by relating to known vocabulary as well as from the way they are used in context. (5)		
2	Can read with pace, fluency and expression, taking punctuation, presentation and author's intentions account. (5/55)		
3	Can confidently skim and scan fiction texts to speed up research. (5)		
4	Can refer back to the text to support predictions, thoughts and opinions, being able to elaborate in order to provide reasoned justification. (5/5)		
5	Can compare text features within and across genres. (5)		
6	Can identify and discuss features of fiction genres, e.g. science fiction, adventure, mystery etc. (5)		
7	Can identify the point of view of some texts and how this impacts on the reader. (5/5)		
8	Can compare information from different parts in the same text or across a range of texts. (5)		
9	Can identify and discuss relevant parts and key ideas from different parts in a text and across a range of texts. (5)		
10	Can compare and contrast different points of view in texts, offering back to the text to support thoughts and ideas. (5)		
11	Can explain a character's actions throughout a text and use evidence from the text to back up opinions. (5)		
12	Can confidently refer and discuss meaning based on evidence drawn from different parts in the text and wider experiences. (5)		
13	Can compare and contrast the writer's view of the world to their own. (5/5)		
14	Can identify and discuss implicit and explicit points of view in texts, offering back to the text to support thoughts and ideas. (5)		
15	Can comment on the success of a text providing evidence that refers to language, theme and style. (5)		
16	Can recognise the use of irony and comment on the writer's intention to give satirical, ironically, meaning. (5)		
17	Can explain the use of irony and comment on the writer's intention to give satirical, ironically, meaning. (5)		
18	Can investigate texts to confirm and justify reasoned predictions and opinions. (5/5)		
19	Can explain how the structure of a text supports the writer's theme or purpose, e.g. in fiction, decisions about plot structure, character development or that back to back knowledge, in non-fiction, linking of ideas, writer's opinion, information or that the reader can compare and contrast ideas, and discuss the writer has made in their genre. (5)		
20	Can explain relationships between characters in a text, comparing and contrasting different parts of the text with different people and/or different settings and consider the relative importance of these instances when evaluating a character's actions referring back to the text to support thoughts and opinions. (5)		
21	Can explain how the writer has used different language features to give figurative language, vocabulary choices, use of specific grammatical structures, and the effect of these on the reader. (5)		
22	Can explain the effect of different types of language in texts, e.g. children can language to discuss texts such as 'This could be interpreted as...' 'The other hand...' 'Perhaps the writer is suggesting...' 'The way of looking at this is that...' whilst another could be... (5)		
23	Can explain the effect of different types of language in texts, e.g. children can language to discuss texts such as 'This could be interpreted as...' 'The other hand...' 'Perhaps the writer is suggesting...' 'The way of looking at this is that...' whilst another could be... (5)		
Total			

1. Evidence can be taken from any of the following:

1. A school or school-leaving exam report

2. A teacher's assessment

3. A teacher's written report

4. A teacher's verbal report

5. A teacher's written report

6. A teacher's verbal report

7. A teacher's written report

8. A teacher's verbal report

9. A teacher's written report

10. A teacher's verbal report

11. A teacher's written report

12. A teacher's verbal report

13. A teacher's written report

14. A teacher's verbal report

15. A teacher's written report

16. A teacher's verbal report

17. A teacher's written report

18. A teacher's verbal report

19. A teacher's written report

20. A teacher's verbal report

21. A teacher's written report

22. A teacher's verbal report

23. A teacher's written report

1. A school or school-leaving exam report

2. A teacher's assessment

3. A teacher's written report

4. A teacher's verbal report

5. A teacher's written report

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7. A teacher's written report

8. A teacher's verbal report

9. A teacher's written report

10. A teacher's verbal report

11. A teacher's written report

12. A teacher's verbal report

13. A teacher's written report

14. A teacher's verbal report

15. A teacher's written report

16. A teacher's verbal report

17. A teacher's written report

18. A teacher's verbal report

19. A teacher's written report

20. A teacher's verbal report

21. A teacher's written report

22. A teacher's verbal report

23. A teacher's written report

Planning

KS2 Guided Reading:

Planning for reading is based on an agreed progression of concept, skills and vocabulary. All lessons are based on learning outcomes as shown below which are incorporated into WALTs.

These objectives have been broken down into two focus areas: word and comprehension.

They have been taken from the National Curriculum and personalised to our school to support progression for all. Many of the objectives will need to be recapped/repeated throughout the year to ensure skills and knowledge have been embedded.

Guided Reading planning is completed on a medium term plan with an overview of objectives. A medium term plan gives a brief outline of the main teaching and learning that takes place in a unit of work. It makes clear the objectives being taught in the unit. The medium term plan makes it clear what is taught in each individual lesson.

For example:



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Believe and Achieve



Guided Reading Medium Term Planning

Year group: 6

Text Type: Fiction – Podkin. Fantasy Story

	National Curriculum Objective	WALT	Summary of activity	Notes (Vocabulary/resources)	Vocabulary
1	understand what they read by: asking questions to improve their understanding	WALT Ask questions to improve our understanding.	-Why do we teach Guided Reading -Fluency reading activity -Family tree of characters -Write questions they want answers to	Copies of Page 1	Fluency Open & closed questions Predict
2	recommending books that they have read to their peers, giving reasons for their choices	WALT recommend books to each other	Chn discuss books they love and then write a review on one for display		Recommend Reason Justify
3	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	WALT understand the difference between retrieval and inference skills.	Look at range of pictures and make retrievals and inferences.	Copies of pictures	Retrieval Inference Reason Justify

Structure of the sessions:

English is taught through a mastery approach which **avoids mechanical repetition** and creates an appropriate path for practising the **thinking process** with increasing **creativity**.

Typical guided reading lesson design:

Where possible, we use one text (or book) per child. Our aim is to have each child reading the same word at the same time — one book/text per child allows for maximum absorption and minimum distraction.

1. Each lesson will have a fluency focus. Usually this is a starter activity. All children will have a copy of the short fluency focus text in front of them.
2. Teacher models fluent reading, ensuring all children are following along by tracking the reading with their finger.
3. Teacher will highlight and discuss unfamiliar vocabulary
4. Explicit fluency practice

(As needed, teachers will give some insight into the cultural, historical and geographical context of the text).

When reading aloud, teachers will discuss and give insight into:

- **New vocabulary.** Depending on time/age teachers may add new vocabulary to working walls.
- **Summarise** what has happened.
- **Explain/analyse the text** and offer insights into characters and plot lines.
- **Talk through** their own thoughts and mental modelling on what's happening and questions forming.
- **Check in** on understanding through informal book talk, low stakes assessment & retrieval e.g. multiple choice, quizzes, true or false statements.

5. Introduce learning intention through our WALT. Discuss focus questions linked to the WALT. Model through telling and showing them the answer in a way that would reflect deeper learning.



WALT identify how language and structure contribute towards meaning

Writers use language to:

-**Show** us more about characters

P22: 'They aren't your people any more.' Scramashank laughed...

What can we tell about Scramashank from this one word 'laughed'?



6. Children work independently on questions. They use answer stems if needed to guide and to scaffold their answers. Children all access 'Go Deep' questions and all have the opportunity to try Go Deeper questions when they are ready.
7. Discussion is promoted throughout.

Notebook planning will be used to support most lessons.

Support for additional needs in reading:

We recognise that some pupils may require support in particular lessons or tasks. Support is planned mindfully and tailored to the needs of each pupil. Teachers are flexible in their approach to planning support and intervention and recognise that specific SENDs do not necessarily need support across the entirety of the curriculum.

Typical support in place with reading includes:

- Deliberate talk partner choices and seating arrangements
- Targeted questioning
- Oracy and reading opportunities (such as Y6 librarians)
- Targeted reading recommendations
- Targeted reading for clubs (e.g reading buddies)
- Free books for targeted children
- Phonics interventions
- Pre-teaching
- Fluent in Five intervention to support reading fluency and comprehension
- Reading together opportunities with parents (Reading Café)
- Immediate intervention following phonics/comprehension sessions
- Language for Thinking interventions
- Phonics early morning tuition (Phonics Screening Check)



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Interventions are consistent between classes in the same year group. Phonics interventions within ULS have six distinct interventions to support children who are struggling with reading. These are:

• Oral blending • Blend and find • Mix it up • Spot it • Precision grid • Digraph and trigraph spotter	
Oral blending  To support a child who cannot blend sounds.	Spot it  To support a child to recognise a given GPC.
Blend and find  To support a child that is beginning to blendsome sounds	Precision grid  To support a child to recognise a given GPC.
Mix it up  To support a child to blend.	Digraph and trigraph spotter  To support a child to spot and read digraphs or trigraphs in words.

Identifying a child's exact barrier in reading can enable the teaching team to target an intervention for their exact area of need and move forward in their reading.

Children are never withdrawn from phonics or ERIC sessions for other interventions. All interventions take place at another time throughout the day. Children requiring a number of interventions join a group called the Pegasus group – these children have all been interviewed to understand which subjects their favourite subjects are and they're not taken out of these wherever possible.

Planning to challenge in reading:

As a school, we have developed a working descriptor for Greater Depth learning which is used across the curriculum. Through teaching for mastery, all children are exposed to opportunities for greater depth thinking. A child who is learning at Greater Depth can consistently:

- Apply their learning to different contexts, identifying relationships within the subject and between other areas of the curriculum.
- Work independently, showing resilience.
- Apply their skills and knowledge consistently and fluently.
- Explain and reason using accurate vocabulary.
- Show curiosity and take responsibility for deepening their own learning by asking questions.



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- Teach others what they have learnt in a sensitive and thoughtful way to enable them to learn too.

We recognise that a child will often show a particular gift or talent in specific subjects rather than across the whole curriculum and therefore in reading we are specifically looking for children who do this within the knowledge, skills and understanding required to be a reader. It may be that a Greater Depth reader receives support in other areas of the curriculum, for example and therefore in this subject can show greater confidence and will not require support. It may also mean that a child may be greater depth at comprehension but not at word reading and vice versa.

Because we teach using the teaching for mastery approach, we expect all pupils to meet the objective to a greater or lesser extent (some will require support to do this), with all children being exposed to aspects of greater depth learning and some children able to prove they've learnt at greater depth about a specific objective.

Reading for Pleasure:

- Each class has a selection of books in their classroom which are directly linked with the class topic. This offers opportunities for the children to apply their reading skills across the curriculum as well as seeing the vocabulary for specific subjects being used in context.
- Children are read to each day by their class teacher with a particular focus on modelling fluency and the pure joy of reading. This is dedicated time in the school timetable. This includes fiction, non-fiction and poetry. The text is often linked to a class topic or it may be a book that the children will simply love. Teachers think carefully about the text they are reading, considering: age, cultural context, genre and the needs of their children. Teachers leave time for informal book talk and new vocabulary discussion so that children can develop a greater understanding of the text and have reading skills modelled to them.
- Each classroom has a reading area that is filled with a range of suitable books as well as the 'highly recommended' booklist by The Book Trust. This is a comfortable place for children to read throughout the day.
- Children are given time to independently read in school.
- Different year groups across the school are matched up to become 'Reading Buddies', where children regularly share a book together. This allows for some fantastic role modelling and supporting of children as they progress through their reading journey.
- Children in Year 5 and Year 6 visit the local town library fortnightly to choose any book of their choice.
- KS2 children visit our own in-school KS2 library fortnightly. Each KS2 class has a library day where they can visit throughout the day and spend lunchtimes reading. Year 6 children are trained as librarians by Gloucestershire Schools and Library Education services.
- All school staff aim to be seen as reading role models to children. Staff are encouraged to informally chat to children about their own reading and recommendations. 'Staff as readers' posters are throughout the school and in the school newsletters with details of 'What I'm reading' and details of their favourite books as children. Teachers are bought a new book suitable for their class annually from the Book Trust great books guide.
- Parents are provided with ideas and inspiration for how to help their child to develop as a reader through communication in our newsletters, termly class letters and regular emails



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as well as modelled reading sessions and bedtime story sessions through our website and YouTube channel.

How are staff skilled to teach in reading?

All staff have received full ULS CPD training in order to achieve outstanding early reading results and ensure we build a team of expert reading teachers that are delivering ULS with expertise and fidelity. Additional whole staff training takes account of training in curriculum drivers such as metacognition, retrieval, growth mindset, vocabulary building, Oracy, reading, teaching for mastery and how to support and challenge.

Continued professional development (CPD) is ongoing and tends to be offered in response to staff needs and is based upon staff audits and observations. It is delivered in groups or 1:1. All Teaching Partners have also received specific 'Assessment to Intervention' training. Subject leadership time is given for this to take place.

Reading staff meeting time has been allocated and this is a chance for the subject leader to share their passion with others to inspire the staff team. Our reading lead has delivered training on reading fluency and how to ensure guided reading lessons are engaging. We value additional support and guidance from Mangotsfield Primary English Hub and attend relevant training. In 2021, our Year 2 teachers attended 'Fundamentals for Year 2 Phonics' Training. We also requested an external audit from the English Hub to support us in strengthening our phonics provision. In January 2023, a Phonics Specialist from Mangotsfield English Hub delivered INSET and twilight training to all staff and volunteers to ensure that everyone understands how and why we teach ULS Phonics, supporting fidelity across the school.

Impact

Statement of Intended Impact and Monitoring of this:

As a school, we continuously reflect on the impact that our English curriculum has on our whole school community, in helping our children to know more and remember more as well as preparing them to be the best they can be as righteous global citizens.

To assess how a child's journey to becoming a skilled reader is progressing, we use a range of assessment methods to ensure the intended curriculum and the way it is implemented at St Gregory's is having an impact on their journey.

Our vision for reading is that each and every child sees themselves as a skilled reader who loves reading. To do this, we consider what knowledge, skills, vocabulary and understanding a child should have at assessment points throughout their St Gregory's journey. For reading, these formal assessment points are three times a year.

To reflect on the impact that the reading curriculum is having on each child, we use both qualitative and quantitative means including:



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- Teachers evaluate children's knowledge, understanding and learning characteristics through a range of informal and formal means. This informs the further implementation of the curriculum. Reading is constantly assessed as teachers and teaching partners listen to children read on a regular basis. There are three formal assessment points a year. These are input into our in house tracker as a broad judgement against National Curriculum objectives. This is detailed further in our [assessment, recording, reporting and tracking \(ARRT\) policy](#) and uses observations of practice, work in books, pupil conversations and low stakes testing to make judgements. These judgements are moderated three times a year across the year group during PPA and staff meeting time before data is locked for analysis. Subject leaders are available to support with this and cross phase moderation takes place upon request of the subject leader when analysis has been undertaken and if the need requires it.
- Data in its widest sense forms the strategic direction of each subject. This is detailed in our [subject leader guidance](#) booklet. It helps us to identify areas of strength and areas for development within our subject curriculum and wider curriculum so that CPD can be put in place, support can be structured and gaps can be identified. This also allows for us to identify whether there are particular groups of pupils who have similar strengths and areas for development so that whole school practice can be altered in response to emerging trends and ensure that our curriculum offer continually meets the needs of our pupils.
- We strive for every child to see themselves as a skilled reader and be able to talk about the skills and knowledge they have that would help them in that role both now and in the future. They can make links with their learning both within the English curriculum and across the wider curriculum.
- Children are self-regulated learners who can talk about their strengths and weaknesses, and can motivate themselves to engage, and improve, their learning by using tools such as the learning pit, self and peer assessments, metacognition strategies. All of these help them to apply their learning both now and in their future lives to satisfy the ambitions that they have for themselves.
- Children are righteous citizens who have high ambitions for themselves, are economically active and give to society in a variety of ways. They value the gifts and talents that everyone brings to the diverse local and global community in which they live. They recognise ways that they can challenge social injustice and are empowered to do this both now and in the future.

Subject leader time is allocated to allow for this monitoring of impact to take place throughout the year. The school leadership team receive headlines and triangulate this with their own monitoring. Members of the governing board attend Key Area Team meetings to understand the implementation and impact of each subject within their KAT and annual formal monitoring by the Curriculum Committee takes place through a report and consequent pupil conferencing to triangulate the information they have received. This allows for the testing of impact and support and challenge about reading at many levels.