



Reading at St Mary's

At St. Mary's, our reading curriculum aims to develop pupils' reading in all subjects to support their acquisition of knowledge. Our pupils are encouraged to read widely across both fiction and non-fiction which helps 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 speech. Reading also feeds pupils' imagination and is an essential stepping stone in their development as writers.

Home reading complements the work carried out in school and allows the children to independently use some of the skills they have been developing in school. It also has an effect on igniting in the children a love reading. As part of this we have produced a list of '100 books to read before leaving St Mary's' to encourage discussions at home and in school around books and authors. To develop readers who read a broad range of literature we have introduced 'branching out' themes and authors to offer our children alternatives suggestions to their favourite books.

At St. Mary's, children will experience reading in three main ways:

Shared - This is interactive reading where the class teacher or teaching assistant reads a text with the whole class or a large group and explicitly models the skill of proficient reading, including reading with fluency and expression. It is an opportunity to discuss different aspects of the content, language, structure and organisation of the text.

Guided - This happens in a small group of between 6-8 children at least once a week with a teacher or teaching assistant. Texts are chosen that aim to challenge children and are usually a level above the reading books that children bring home. Guided reading is used as a focused teaching session which can home in on the specific needs of the group.

Teaching in shared and guided reading aims to develop the children's word reading and comprehension skills.

Independent - This is where children read a text by themselves which may be a home reading book or a text chosen from the class or school library. It encourages the children to read for pleasure.

Key Stage 1 Reading Schemes

The main home reading scheme used in KS1 at St Mary's is Collins Big Cat Little Wandle phonic books. The scheme has been developed to support the teaching of phonics and all the books are phonetically decodable; matching perfectly to support Twinkl phonic levels. It uses established authors and illustrators and covers a wide range of genres and curriculum areas using an exciting mix of stories and non-fiction to foster a love of reading. In addition, we use 'All aboard' phonetically decodable books for consolidations for some children and 'Rhino Readers' Twinkl books to support Guided Reading.

The books are organised into phonic phases/levels and then build up according to the introduction of new phonemes within the phase/levels, from early readers through to confident independent readers. Once the children are confident readers and are accessing Phase/level 6 the children then have access to other bridging books with age-appropriate content and challenge.

The purpose of our bridging books is to move the children on from simply rehearsing and recalling the sounds, which have been taught in their phonics, to being able to draw on a wider range of sounds and apply them to longer stories and texts. It is through this application that the skills and knowledge that they have acquired through their phonics lessons will be transferred and applied; thus helping to develop their automaticity and fluency as a reader.

Furthermore, the purpose of these books is to introduce our readers to chapter books that they can read and meet real authors so that their love of reading and understanding of what joy a book can bring will grow. These books are designed as a step towards developing a love and independence of reading.

Our bridging books are banded and, on purpose, draw from a range of 'schemes' and publishers. This is to promote choice and variety within our children's reading diets. Furthermore, our phonics programme, Twinkl Phonics, and our bridging books are inclusive so you may have an emerging reader in Year 5 who is accessing the Code Breaker Twinkl phonics book series and a book from the Lime bridging books. Both of these texts would be suitable for the child's maturity and stage of reading.

Eventually, as children become more proficient at reading, their need for the phonics books will lessen until they are only reading the bridging books and eventually they will no longer need these either and will then choose suitable reading books for pleasure.

Reading Support

Our Better Reading Partners scheme involves a team of volunteers who work with children from across school on a one-to-one basis. The scheme is designed to develop word reading and comprehension skills and enable learners to read with confidence, understanding and enjoyment.

We are also supported by Coram Beanstalk through which volunteers provide one-to-one reading support to improve targeted children's reading skills, reading ability and confidence.

Shared Texts

Some of the texts which form the basis of the children's English lessons include:

Nursery - Hello Friend, Marvellous Me, The Colour Monster, Two Homes, The night before my birthday, The light in the night, Rama & Sita, The Christmas Story, Dig, Dig, Digging; The Train Ride, The wheels on the bus, The Very Hungry Caterpillar; The Tiny Seed, The very busy spider, Easter story, The Princess & the Wizard, The elves and the shoemaker, The foggy foggy forest,

Cinderella, Whatever Next, Little Rockets Special Star, Laura's Secret, Rainbow Fish.

Reception – The Colour monster goes to school, What makes me a me, Our class is a family, Elmer, The leaf thief. Pumpkin Soup, Celebrations around the World, Binny's Diwali, The Christmas Story, You Must Bring a Hat, Kipper's Birthday, Pick a pine tree. Supertato; The busy people series, poles apart, The Enormous Turnip; The Little Red Hen; Jack and the Beanstalk, Mad about minibeasts, Oliver's vegetables, The Easter Story, P is for Pakistan, Countries—Pakistan, The Great Night Journey, The lost leopard, The Three Billy Goats Gruff, We're Going on a Bear Hunt, One Hundred Decker Bus At the Beach, Tiddler, What the Ladybird Heard at the Seaside, Seaside Holidays Then and Now.

Y1 – The Tiger that came to tea, Leaf man, Rosie's hat, Jolly Christmas Postman, The Way Back Home, Room on a Broom, The Great Race; The Magic Paintbrush, Traction Man, Dogger, Toys in Space, Non-fiction books (Animals) Bee and Me, The boy who lost his bumble.

Y2 -The Lighthouse Keeper's Lunch, Meercat Mail, The Storm Whale, The Magic Paintbrush, The Egg, Tell Me Dragon, The Great Fire of London.

Y3 – Gorilla, Zoo - Anthony Browne; Stone Age Boy, Stig of the Dump - Clive King, Fragile Earth, Under the Volcano, Gregory Cool, The Boy Who Biked the World Part 1 On the Road to Africa The Time Travelling Cat - Julia Jarman, The Roman News; Escape from Pompei.

Y4 –One Boy's War, Archies War, In Flanders Fields, The Hagstone – David Oakden; Lost Happy Endings, Arther and the Golden Rope, Journey to the River Sea – Eva Ibbotson, The Great Kapok Tree.

Y5 - Street Child – Berlie Doherty; Beowulf- Michael Morpurgo; Kensuke’s Kingdom – Michael Morpurgo; Aesop Fables, Iliad Poems, Clockwork, Holes, Desert Creatures.

Y6 – The Unforgotten Coat, Letters from a Lighthouse, Macbeth – Shakespeare; Goal Keeper’s Revenge – Bill Naughton, Survivors David Long.

School Library

Our school library is well-stocked with curriculum books and books by popular authors. The children visit the library once every two weeks and can also access a virtual on-line library where they can browse and reserve books and leave author and book suggestions for the librarian.