



Reading at St Matthew's C of E Primary School

Through a thematic, book-based approach, children at St Matthew's School engage with and learn from a wide-range of high quality texts in a variety of genres. Children learn to read and write with confidence, fluency and flair, developing key skills that will equip them for lifelong learning. The school uses Ruth Miskin's Read Write Inc. programme of phonics to support early reading skills (see Phonics at St Matthew's). Pupils will progress through colour-banded books matched to their reading level, before moving onto selecting their own texts from classroom book corners and the school's libraries. Comprehension skills are taught using quality whole texts (based on Literacy Leaves from the Literacy Tree) selected to foster a love of reading in daily Book Club sessions from Years 2 – 6.

EYFS

- In Nursery, children are introduced to phonics through Letters and Sounds phase 1 before progressing onto the Read Write Inc. programme.
- Children are taught a daily phonics session focussing on Sets 1 and 2. A focussed intervention supports those with barriers to learning.
- Children develop their comprehension skills through their class text (based on Literacy Tree planning sequences) in their Literacy sessions, Read Write Inc. and daily story-time.
- Children are heard read on a 1:1 basis or in small groups with Class Teachers and support staff.
- Children develop their vocabulary through a language rich environment, the Word of the Week and the up-levelled language used by adult staff.
- Children take home a colour-banded book and a picture book to read at home daily.



Year 1

- Children are taught a daily phonics session focussing on Sets 2 and 3. A focussed intervention supports those with barriers to learning.
- The phonics teaching is supplemented by a session where skills are applied to the reading of a text matched to their phonic ability, where vocabulary skills and comprehension skills are taught.
- By the end of Year 1, the majority of children will have progressed to daily Book Club sessions in line with the rest of the school. They will learn to make predictions, answer questions about what they have read and participate in discussions around a text.
- Children are heard read on a 1:1 basis or in small groups with Class Teachers and support staff.
- Children develop their vocabulary through a language rich environment, the Word of the Week and ambitiously pitched text choices from a range of genres.
- Children take home a colour-banded book to read at home daily.



Year 2

- Children are taught the equivalent of phases 5 and 6 of their phonics through the No-Nonsense Spellings programme. There is also a focussed group intervention x4 weekly for those needing to consolidate the earlier phases with a HLTA.
- Children develop their comprehension skills (information retrieval, inference, prediction and making comparisons) in daily Book Club sessions focussing on quality whole texts of different genres between which thematic links can be made. Weekly independent comprehension tasks based on the class text are used to assess where objectives have been met or where additional support is needed.
- Vocabulary continues to be a focus, with children learning a range of strategies with which to unpick the meaning of unknown words, consolidated by a language rich environment and introduction to new words in their Home and Learning and the class Word of the Week.
- Children are heard read on a 1:1 basis or in small groups with Class Teachers and support staff.
- Children take home a colour-banded book to read at home daily.



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Years 3-6

- Focused intervention for children still working within the phonic phases and those new to the school
- Children learn key skills for comprehension (inference, reasoned predictions, themes and conventions, structural analysis, summarising, discerning fact from opinion, participating in meaningful discussions and justifying their ideas) through studying whole texts in Book Club sessions as well through the literature explored in English sessions as prompts for their own writing.
- The teaching of vocabulary is explicit across all subjects and children learn how to discuss and evaluate an author's language choices and consider its impact on the reader. Word of the Week and Home Learning continues to expose children to new and ambitious words.
- Children are heard read on a 1:1 basis or in small groups with Class Teachers and support staff. Focused intervention for pupils still working within the phonic phases.
- Each child to have either a banded book or reading book to take home as appropriate.