



**English**

**at**

**St Mary's Catholic Primary School**



“If you don’t like to read,  
you haven’t found the  
right book.”

J.K. Rowling

# Phonics at St Mary's





# Reception & KS1 Phonics

At St Mary's, we follow 'Sounds-Write' as our chosen Systematic Phonics Scheme.

Staff from Nursery to Year 6 have all attended a four day course to be able to teach Sounds-Write.

Reception, Year 1 and Year 2 are timetabled to 30 minutes of Phonics each day, taught by their class teacher.

Children in KS2 who still need to progress within their phonics journey also have access to Phonics and decodable books.

# Reception & KS1 1:1 Reading

Each child is heard reading once a week with their class teacher or a teaching assistant. The children take home two decodable books, which follow 'Sounds-Write'. Books that are sent home that are in relation to the children's reading ability. All children are given phonics lessons so they are exposed to all sound to spelling correspondance.

Keep up, catch up sessions.





# New Decodable Books

We have bought new decodable books for the children who access phonics lessons or catch up sessions.

All the books follow our chosen Systematic Phonics Scheme - 'Sounds-Write'. The books are organised into units following 'Initial Code' or 'Extended Code'.

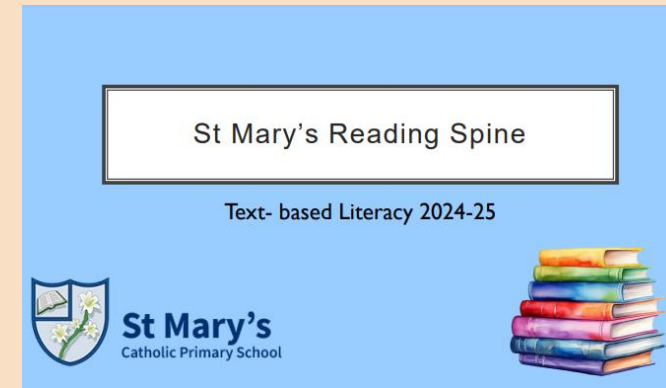




**Reading and Writing at  
St Mary's**

# Reading Spine

To create a stronger awareness on whole class reading, each class text is chosen carefully to link strongly into the adjacent writing topic. This means that the writing tasks each lesson also rely upon the foundation of reading. The class texts chosen also often link into the history or geography topic, the interweave reading skills with other subjects. A reading spine has been created to showcase this inter-curricular approach, whilst also ensuring that a wide variety of text are used, such as pre-millennium texts, non-fiction and texts written by authors of colour. Research shows (EEF) is important that children are exposed to vocabulary, settings, characters and experiences that are unfamiliar from a young age.



		Autumn 2 (8 weeks)				Autumn 3 (7 weeks)				Spring 2 (8 weeks)				Summer 2 (8 weeks)				Summer 3 (7 weeks)			
Year	Text	Topic	Genre	Author	Year	Text	Topic	Genre	Author	Year	Text	Topic	Genre	Author	Year	Text	Topic	Genre	Author		
Year 1	...	...	...	...	Year 1	...	...	...	...	Year 1	...	...	...	...	Year 1	...	...	...	...		
Year 2	...	...	...	...	Year 2	...	...	...	...	Year 2	...	...	...	...	Year 2	...	...	...	...		
Year 3	...	...	...	...	Year 3	...	...	...	...	Year 3	...	...	...	...	Year 3	...	...	...	...		
Year 4	...	...	...	...	Year 4	...	...	...	...	Year 4	...	...	...	...	Year 4	...	...	...	...		
Year 5	...	...	...	...	Year 5	...	...	...	...	Year 5	...	...	...	...	Year 5	...	...	...	...		
Year 6	...	...	...	...	Year 6	...	...	...	...	Year 6	...	...	...	...	Year 6	...	...	...	...		

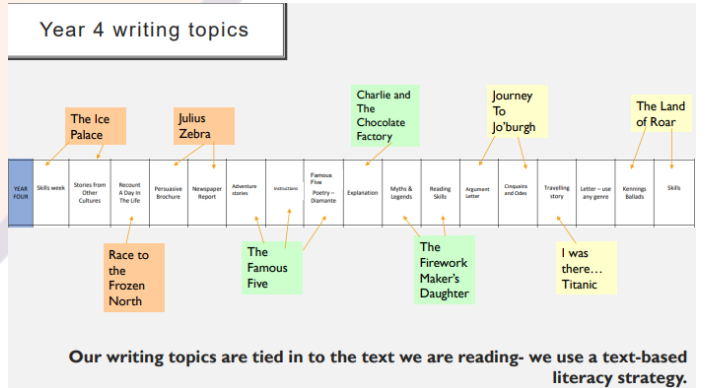
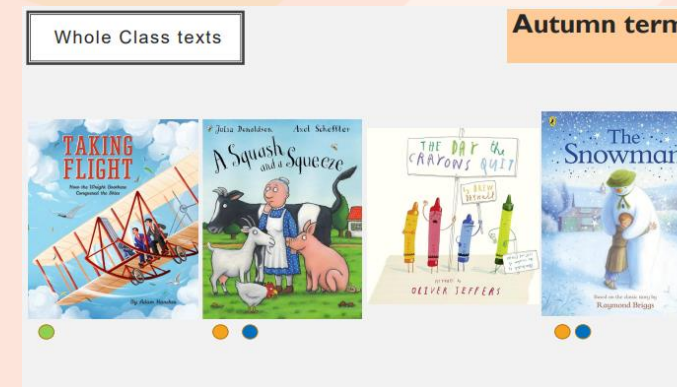


We provide a wide range of texts:

- Fiction text (Orange dot)
- Non-fiction text or historical basis (Green dot)
- Writer/character of colour (Red dot)
- Poetry or uses a rhyme scheme (Blue dot)
- Traditional/tale language (Purple dot)

Giving learners chances to engage with a wide range of texts provides more opportunities for understanding how language is used in different ways. From fiction and non-fiction stories in different genres to plays, poetry and graphic novels, the more time learners spend engaging with different text types, the more likely they are to find something that sparks their interest in literacy. We also ensure that text choices reflect the multicultural society that we live in so that all children can feel represented in the texts that they are reading. Many texts are also strongly linked to the history or geography topic being taught at the time, allowing for a cross-curricular approach to be used.

We aim to create a language-rich environment in our classrooms, the more likely learners are to develop strong literacy skills (and an appreciation thereof) early on.

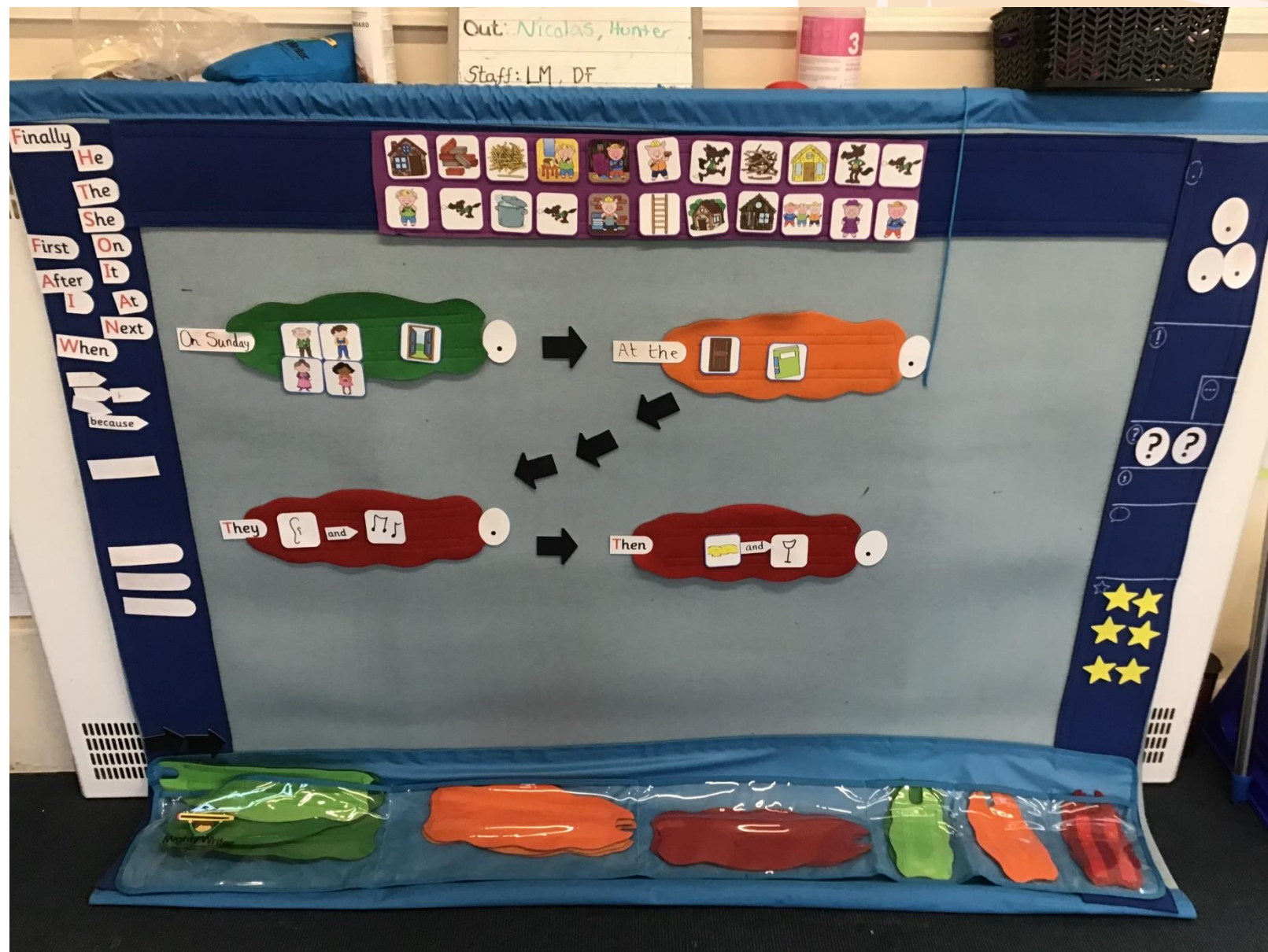




# Writing Coverage

	Autumn A (8 weeks)					Autumn B (7 weeks)					Spring A (7 weeks)			Spring B (6 weeks)			Summer A (4 weeks)			Summer B (7 weeks)				
Reception	Writing 1 (1 week)	Writing 2	Writing 3 (2 weeks)	Writing 4 (1 week)	Writing 5 (2 weeks)	Writing 6 (1 week)	Writing 7 (1 week)	Writing 8 (2 weeks)	Writing 9 (2 weeks)	Writing 10 (1 week)	Writing 11 (2 weeks)	Writing 12 (2 weeks)	Writing 13 (1 week)	Writing 14 (2 weeks)	Writing 15 (2 weeks)	Writing 16 (2 weeks)	Writing 17 (1 week)	Writing 18 (1 week)	Writing 19 (2 weeks)	Writing 20 (2 weeks)	Writing 21 (2 weeks)	Writing 22 (2 weeks)	Writing 23 (1 week)	
	Marvelous Me	The Colour Monster	You Choose	Goldilocks & The Three Bears	The Smartest Giant in Town	The Gingerbread Man	The Little Red Hen	Stick Man	The Jolly Christmas Postman	The Christmas Story	The Emperor's Egg	The Gruffalo	A Dot in the Snow	The Very Hungry Caterpillar	Jack & the Beanstalk	The Tiger Who Came to Tea	On the way home	What did the tree see?	The Train Ride	Billy's Bucket	Tiddler	The Sand Castle That Lola Built	Pirates	
	Writing 1 (1 week)	Writing 2 (3 weeks)	Writing 3 (3 weeks)	Writing 4 (1 week)	Writing 5 (2 weeks)	Assessment Week	Writing 6 (3 weeks)	Writing 7 (1 week)	Writing 8 (3 weeks)	Writing 9 (3 weeks)	Writing 10 (1 week)	Reading Week	Writing 11 (3 weeks)	Assessment Week	Writing 12 (3 weeks)	Skills	Writing 13 (3 weeks)	Writing 14 (1 week)	Writing 15 (3 weeks)	Writing 16 (3 weeks)	Writing 17 (3 weeks)	Writing 18 (3 weeks)	Writing 19 (1 week)	
Year 1	Skills	Familiar Settings – captions, lists & labels	A Personal Account	Skills	Persuasion		Non-Chronological Report	Instructions	Traditional Tales	Letter	Poetry Stars - Sonnets		Adventure Stories		Skills		Assessment Week	Skills	Phonics/ dictation Skills	Fairy Tales	Rhyming Couplets	Phonics Dictation	Report	SPaG/ Reading Skills
Core Text		Perry the Park Keeper	The Naughty Sun		The Snail & The Whale		The Ugly Flea	The Night Before Christmas	The Three Little Pigs	The lighthouse-keeper's Lunch	Astro Girl		Goldilocks and The Three Bears						What the Ladybird Heard					
Year 2		Adventure Stories	A Personal Account		Persuasive Letter		Non-Chronological Report	Instructions	Mystery Stories	Explanation	Travelling Stories		Discussion						Question & Answer Poems	Sport's Story	Non-Chronological Report	SPaG/ Reading Skills		
Core Text		Taking Flight	A Squash and a Squeeze		The Day the Crayons Quit		Queens	The Snowman	The Detective Dog	Hand's Surprise	Journey													
Year 3		Fables	Diary Entry		Persuasive Advert		Non-Chronological Report	Instructions	Historical Stories	Explanation	School Stories		Discussion Speech						Haiku Epigram	Science Fiction	Non-Chronological Report	SPaG/ Reading Skills		
Core Text		Aesop's Fables	Banky		Banky		Changes from Iron to Stone	How to Wash a Woolly Mammoth	War Game	Ancient Rome	A kid's life in...		Survivors						Question Time	King of the Cloud Forest	Non-Chronological Report	SPaG/ Reading Skills		
Year 4		Stories from Other Cultures	Account A Day to The Life		Persuasive Brochure		Newspaper Report	Instructions	Adventure Stories	Explanation	Myths & Legends		Balanced Argument						Kennings Ballad	Travelling Story			Non-Chronological Report	SPaG/ Reading Skills
Core Text		The Ice Palace	Race to the Frozen North		Julius Zebra		The Famous Five		Charlie and The Chocolate Factory	Big Green Poetry - Dismantle	Journey to Joburg		Kinnings Ballad						I was there - Titanic	Non-Chronological Report	SPaG/ Reading Skills			
Year 5		Stories from Other Cultures	Historical Account		Persuasive Speech		Assessment Week	Newspaper Report	Biography	Time Telling Stories	Explanation											Discussion Speech	Sonnets Free Verse	Film Narrative
Core Text		Remake's Kingdom			Escape from the Blitz	Escape from the Blitz		Warjak Paw	The Boy at the Back of the Class	Poetry Stars - Limericks	Explorer – Katherine Rundell	Sonnets Free Verse	Explorer – Katherine Rundell	Non-Chronological Report		SPaG/ Reading Skills								
Year 6	Newspaper Report	Narrative – Suspense Story	Biography	Poetry	Narrative - flashback	Explanation Letter		Persuasion	SPaG Skills	Autobiography	Revision				SATs		Non-Chronological Report	SPaG/ Reading Skills						
Core Text	Floodland		Floodland			Holes		Holes		The Final Year		The final year												

# Introduction of Mighty Writer



Learning to write is a complex experience for children. While some adapt well to this journey, others struggle, and risk being left behind. Mighty Writer breaks the process down into manageable chunks, enabling the development of key literacy skills, so children of all abilities can begin to write with confidence.

# KS2 Guided Reading



## Guided reading strategy 2025



Monday	Tuesday	Wednesday	Thursday	Friday
Choral read of the week's text	Peer read	Independent read	Skim and scan read	Verbal class summary of text
Vocabulary based questions	Retrieval questions	Inference questions	Explanation questions	Summarise and prediction questions

Work to be recorded in **Reading Books**

The subheading for each day will be the **Vipers skill focussed on**.

No need for questions to be stuck in.

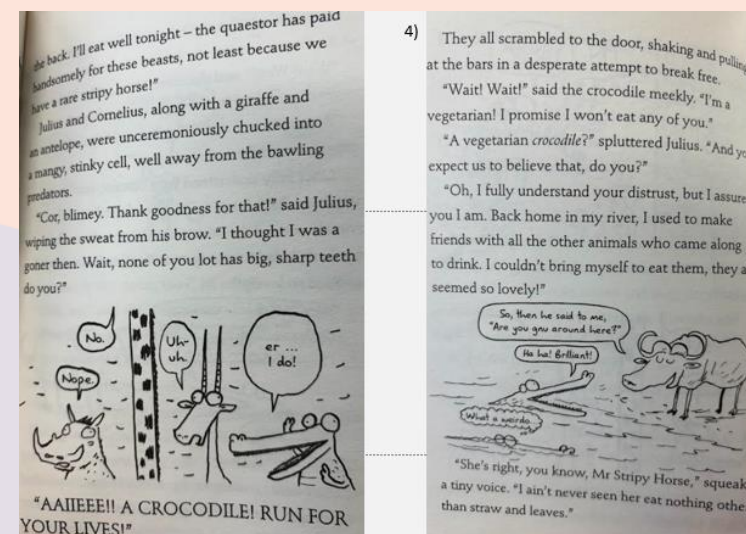
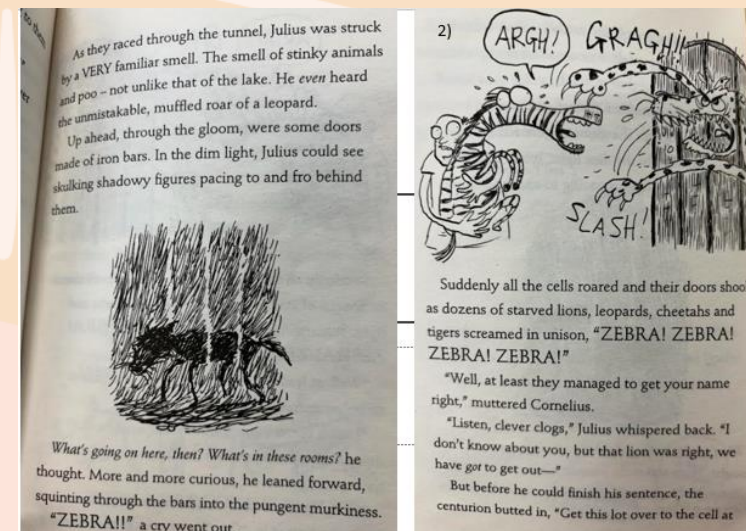
Aim for a double page spread for each week.

One 10 minute reading comprehension to be completed as a morning task each week.  
Alloted time for class story time

**VIPERS** READING  
WC 25.11.24

LET'S READ CHAPTER  
7

SHOW ME THE  
MONKEYS!



Monday 25<sup>th</sup> November 2024.

Julius Zebra Chapter 7

Choral Read

Vocabulary

- 1) What does the word **familiar** mean in the sentence "As they raced through the tunnel, Julius was struck by a very familiar smell?"
- 2) What does the phrase 'pacing to and fro' mean?
- 3) Give a synonym for the word 'pungent'.
- 4) Which two words are used to give us the clue that a tiny animal is speaking on the end of page 4?

Tuesday 26<sup>th</sup> November 2024.

Julius Zebra Chapter 7

Peer Read

Retrieval

1. Which animals' roar did Julius hear in the tunnels?
2. What do the Romans think that Julius is?
3. What is surprising about Lucia the crocodile?
4. What does the little voice say that Lucia eats?

Wednesday 27<sup>th</sup> November 2024.

Julius Zebra Chapter 7

Independent Read

Inference

- 1) Why do you think the lions, leopards, tigers etc start to scream "Zebra?"
- 2) Why do you think Julius starts to believe that they need to escape?
- 3) Why have the soldiers been paid so well for delivering this particular group of animals?
- 4) What kind of animal do you think the little voice will belong to?

Thursday 28<sup>th</sup> November 2024.

Julius Zebra Chapter 7

Skim and scan

Explanation

1. How does the reader know that Julius is really starting to panic on page 3?
2. Why would Lucia's diet be so surprising to all of the other animals?
3. Why do you think most of the animals that have been captured have not been well fed?

Friday 29<sup>th</sup> November 2024.

Julius Zebra Chapter 7

Choral Read

Predict and summarise

1. Explain why the animals are kept in such awful conditions by the Romans?
2. What is going to happen to the animals? (Link your answer to your history topic.)
3. If Julius' brother Brutus was with him, predict what he would do.
4. Summarise the text.



# Parent/ Carer Sessions

## Reception and KS1 Phonics

Parents and carers have been invited in each term to participate in Phonics or Guided Reading sessions with their child. This has enabled parents/ carers to observe how reading is taught in school and activities that their child completes. These sessions have also allowed parents/ carers to see how their child and activities have progressed throughout the year.

# Parent/ Carer Sessions

## Reception and KS1 Phonics



# Parent/ Carer Sessions

## KS2 Reading



# Reading in Each Class



Every class has a reading area where children are able to have access to a range of genres to read for pleasure.

Each class has a 'what we are reading now' and 'what we are reading next' display on doors.



# Lexia

Children from Nursery who are school ready up until children in year 3/4 all have their own login for Lexia (an online phonic/ reading app). Some children within year 5/6 also have access to Lexia until they are ready to move onto Reading Plus. Lexia is an adaptive programme that accelerates children's literacy skills.



# Reading Week



# Library

Our school library is open everyday for the children to access reading books for pleasure to take home to share with their family. The reading ambassadors help Miss Conolly on a break time to support children choosing age appropriate books, keep record of which children are attending the library and which books are going home.



**Next Steps:**  
Libraries are going to be set up outside of each class to provide children with easier access to a range of books to read for pleasure.



# Author Visit

Martin Scott came into school to share his book 'The Stuttering Coach'. Martin shared his difficulties of his stutter and how he has been able to overcome some past difficulties to achieve his dreams. This gave the children inspiration to not let anything hold them back to achieve their dreams.



# Book Fair

The Scholastic Book Fair has been into school twice this year. Children have enjoyed visiting the book fair with their family members to purchase a book to read at home. Pupils have shared how they enjoy choosing their own book to read as there is such a variety split into different age groups.



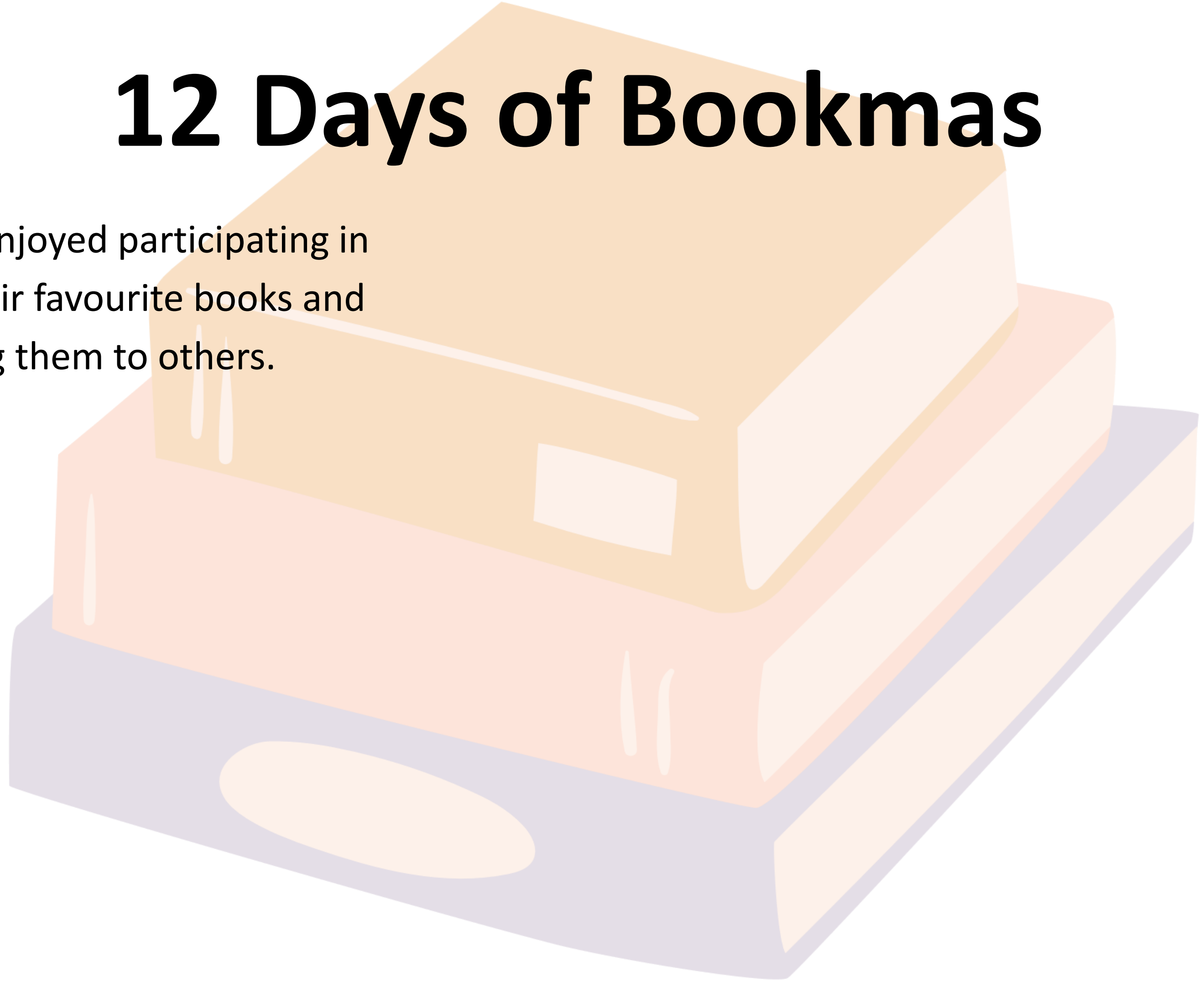
# Reading Club

Children have enjoyed attending our reading club after school. Each week children were read a different book and completed a range of activities linked to the book. The awe and pleasure in the children's face when listening and completing different activities was a joy to witness.

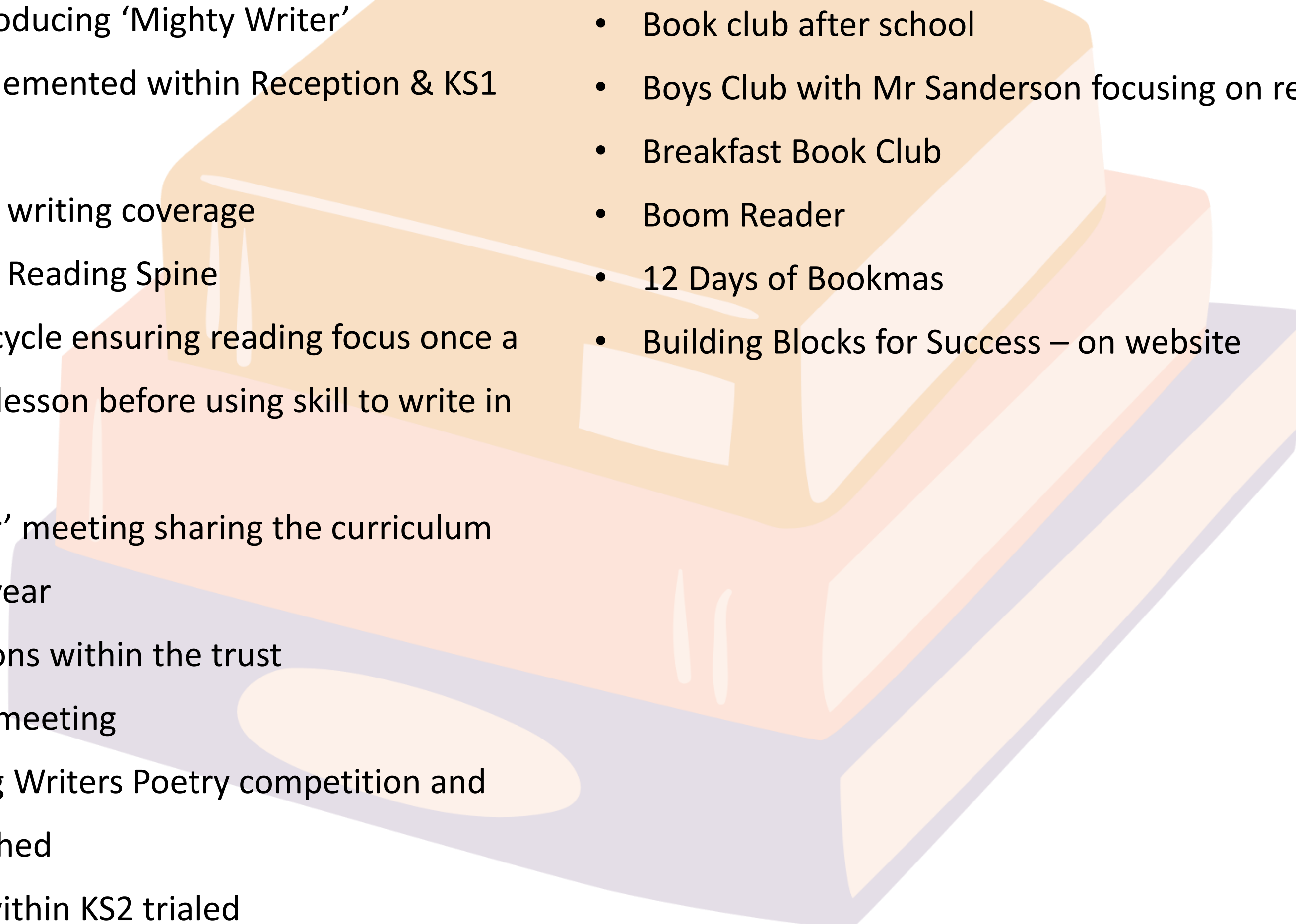


# 12 Days of Bookmas

Children have enjoyed participating in showing off their favourite books and promoting them to others.



# So far this year...

- Staff meeting introducing 'Mighty Writer'
  - Mighty Write implemented within Reception & KS1 classes
  - New and updated writing coverage
  - New and updated Reading Spine
  - Updated Writing cycle ensuring reading focus once a week and a SPaG lesson before using skill to write in context
  - 'Meet the teacher' meeting sharing the curriculum overview for the year
  - Writing moderations within the trust
  - Spotighting staff meeting
  - Yr4 entered Young Writers Poetry competition and had poems published
  - Guided Reading within KS2 trialed
  - Book club after school
  - Boys Club with Mr Sanderson focusing on reading
  - Breakfast Book Club
  - Boom Reader
  - 12 Days of Bookmas
  - Building Blocks for Success – on website
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# Next steps...

- Poetry competition for classes who haven't entered during poetry topic
- Continue to monitor the impact of Mighty Writer
- English staff meetings (Guided reading trial)
- Writing moderations with other schools
- Order books from Usborne. Children to choose which books they would like.
- PTA made approx. £2000 in Autumn Term to support purchasing for mini libraries and books,
- PTA Amazon wishlist
- Spelling and homework books
- Reading Week
- Phonics Screening Meeting with parents/ carers
- Phonics and reading sessions with parents
- National Literacy Trust Story Telling Week – promote reading & writing for pleasure