



'Love one another as Jesus loved us' (John 13 v 34-35)

Reading at St Mary's CE Primary School

Reading Curriculum Rationale

At St Mary's CE we are enthusiastic and skilled readers! We want the pupils at our school to love reading words, writing of all types and to appreciate our rich and varied literary heritage.

We want our pupils to enjoy their reading and find pleasure in it, to be ambitious in what they choose to read and grow up wanting to be authors, presenters, actors, journalists, poets or playwrights. We want our readers to be well-equipped for their next stage of education and to be able to access the reading materials they will be presented with across a range of subjects and in a variety of contexts. If pupils enjoy the books they have read, then we hope they will cherish these memories forever and grow up to become enthusiastic readers as adults, who will likely recall their first experiences of reading with great fondness.

Our vision at St Mary's CE Primary School is to encourage and nurture the growth of every individual and their uniqueness, so that all flourish and become all that they can be and all that God made them to be.

The reading curriculum has been carefully designed and sequenced so that our children develop their reading capital. We systematically teach phonics to support children to decode words through the Little Wandle Revised Letters and Sounds programme. Our writing cycles and whole-class reading opportunities are designed to enhance engagement with high-quality texts. Our pupils experience a range of authors from Charles Dickens to Roald Dahl. They read for a purpose: to make contributions as presenters, as actors in school assemblies and in school productions. The culmination of all this is that as a result, our pupils make good progress with high outcomes in reading.

Curriculum Intent

At St Mary's CE Primary School, we believe that all our pupils can become fluent readers and writers. This is why we teach reading through the *Little Wandle scheme*, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the progression of *Little Wandle*, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our pupils are able to tackle any unfamiliar words as they read. We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our pupils because we know that speaking and listening are crucial skills for reading and writing in all subjects.

The reading curriculum is ambitious and allows our pupils to become independent and resilient – like all curriculum areas.

We want to equip our pupils with all the statutory requirements of the National Curriculum and also prepare them for the opportunities, responsibilities and experiences in the next stage of their education and beyond. We want our pupils to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. The selection of texts in school have been chosen to fully reflect these aspirations and teachers have also incorporated books from across the whole curriculum, in order to widen the reading experience for each pupil.

The development of reading demands two key competences: skilled word reading and good comprehension. The early, rigorous, systematic teaching of phonics in Reception and Year 1 develops the necessary skills to blend and decode words quickly, so that reading becomes automatic and familiar – embedding these skills into the long-term memory.

To facilitate effective comprehension, teachers expose pupils to a wide range of engaging stories, poetry and non-fiction texts. High-quality discussions and strategies for comprehending texts are taught, so that pupils increase their knowledge of vocabulary quickly in order to gain a better understanding of the materials they read - both in their lessons and also to prepare themselves for their future learning in the wider world.

Reading is a high priority at St Mary's School for all pupils and we actively promote and celebrate reading as a vehicle for feeding the imagination, increasing knowledge and ultimately to provide great joy for our children.

Curriculum Implementation

We have reviewed the reading curriculum as part of the whole curriculum review and have also reviewed phonics teaching in school, in light of the revised Letters and Sounds programme. This review will become an annual task. In this second review, the reading and phonics curriculum has been carefully revisited to ensure there is a clear progression. Texts have been carefully planned across year groups, in order to embed key aspects of learning as different genres are taught. Assessment points and milestones are being defined and developed to reflect the key reading skills required in each year group. This will ensure the way reading is taught throughout our school follows a consistent structure.

In Reception Class and Year One, we have fidelity to the Little Wandle phonics scheme, which provides a strong foundation for teaching comprehension strategies.

From Year Two, comprehension skills are further developed by teaching staff systematically teaching the core elements of reading comprehension skills (such as retrieval, prediction etc).

In Key Stage 2 pupils enjoy a shared text as part of daily whole-class reading. Pupils are systematically taught skills of comprehension as outlined in the National Curriculum, whilst providing opportunities to help pupils enjoy their books, read for pleasure and develop a love of reading.

All pupils experience and enjoy a full range of genres and revisit them throughout their time at St Mary's. The progression of reading skills taught ensures our pupils are skilled readers who are able to engage with a variety of material, read as a source of pleasure and open doors to a full and varied curriculum. For example: the narrative 'Pig Heart Boy' by Malorie Blackman is chosen to link with the year six science topic on circulation in the Autumn Term, whilst in year two, the 'Katie Morag' series of texts by Mairi Hedderwick has been chosen to enhance the geography topic about an island home. At St Mary's, we realise that much of the cultural capital a pupil will experience can be found inside a good book. With that in mind, our teachers and the English Lead are constantly seeking new texts to add to our repertoire. We love to read, and we want our pupils to do just the same!

Curriculum Impact

We use both formative and summative assessment information in reading lessons. Staff use this information to inform their short-term planning and support, where necessary. This helps us provide the best possible support for all of our pupils, including the more able. The progression document and the assessment points for each year group ensure that skills in reading are progressive and build year on year.

Our aim is for staff to use reading formative assessment methods to systematically assess what the

children know as the lessons progress and inform their future planning. This formative assessment is then used to inform summative assessment judgements at each assessment point.

Summative assessment information in reading is collected three times a year and analysed as part of our monitoring cycle. Phonics summative assessment is completed more frequently. This process provides an accurate and comprehensive understanding of the quality of education in reading and phonics. A comprehensive monitoring cycle is developed at the beginning of each academic year. This identifies when monitoring is undertaken. Monitoring in reading includes: lesson visits and/or learning walks, reading records, data, pupil voice and parental views. All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly

At St Mary's CE Primary School,

we are

READERS!

EYFS Framework 2021

Educational Programmes

1.6. Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

The National Curriculum

Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

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 should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on 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 must be 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 speech. 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 their forthcoming secondary education.