

Reading Curriculum Statement

Curriculum Intent

Reading is the corner stone to all elements of education. To be able to read fluently and comprehend written word lays the foundations for success in future lines of study and employment. At St Mary and All Saints we understand how much impact a love of Reading can have on a child. We strive to share as many varied genres to ensure every child has a voice.

In line with the National Curriculum Objectives for Reading, our intent is 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.

To ensure consistency throughout the school we follow the Unlocking Letters and Sounds scheme to teach Phonics. This starts in Reception and continues to the end of Key Stage One. Moving into Key Stage Two, we start to look at the different elements of comprehension in more detail and exploring a variety of texts, as listed on our Whole School Long Term Planning Progression Document.

Curriculum Implementation

Reception ULS Phonics and Reading for Pleasure Books

In Reception we follow the ULS (Unlocking Letters and sounds) phonics programme to lay a strong foundation for reading. GPCs (Grapheme, Phoneme Correspondence) are taught from the beginning of Reception where they are taught to recognise them and apply these into words where they are encouraged to segment and blend. Phonetically decodable books are given to children, to take home, once they can blend and segment. Phonetically decodable books are used extensively to help children develop their decoding skills. All home readers are fully decodable and are specifically given to children in line with their phonics ability. This allows consolidation of the sounds taught in lessons and for confidence to develop in their reading skills. Looking at the pictures and talking about specific vocabulary is encouraged if it is appropriate. Children in Reception are also given a book to encourage reading for pleasure. This is to be shared with an adult. Adults are encouraged to read to their children to help develop a love of reading in the future. Both a phonics book and sharing book are sent home and changed twice a week.

Key Stage One - ULS Phonics

In Key Stage 1, we continue to follow the Unlocking Letters and Sounds phonics approach to teach the children how to read. They continue to take phonics books home, in line with their teaching or ability to consolidate GPCs taught and to continue to develop segmenting and blending skills. Children in Key Stage 1 are also encouraged to begin to read with fluency, expression and with a simple level of comprehension. The children also take home a 'Reading for Pleasure' book which should be shared with a parent. This is to continue develop a love of reading and sharing a range of text types and genres. The children also focus on specific vocabulary to widen their knowledge in their reading and writing.

As they move through Key Stage One they focus on developing inference and deduction skills and using these verbally and for written comprehension too.

Key Stage Two - Reading for Pleasure Books

Moving into Key Stage Two, the focus moves from phonics and decoding to reading for pleasure and understanding and developing comprehension skills. We believe that nurturing a love for reading is essential for developing lifelong readers. We provide a wide range of reading for pleasure books that cater to a variety of interests and genres. Our aim is to inspire children to explore different literary worlds and immerse themselves in the joy of reading.

In Key Stage Two, the teaching of reading can also be broken down into three key areas:

- An emphasis on pupils' enjoyment and understanding of language and grammatical structures, which supports fluency and comprehension. The pupils are exposed to a variety of texts both fiction, non-fiction and poetry modelled by the teacher to demonstrate the importance of fluency and prosody.
- Engendering a love of reading in the children in which they value texts as a window to the world beyond their immediate experiences and afford them the understanding that reading is a means of learning.
- Comprehension and assessment through Guided comprehension using the scheme Fred's teaching. This looks at extracts from a variety of different themes and texts including fiction, non-fiction and poetry.

Reading at home is also promoted and valued as a key component of academic, social and emotional development when the children move into Key Stage Two.

Guided Reading

Reception

To begin developing the children's comprehension skills Reception will start Guided Reading in Spring. This will consist of the children working in small focus groups to build their phonetical knowledge, fluency and comprehension skills, each class follows the ULS scheme.

Key Stage One

To continue to support the development of the children's phonetical knowledge, fluency and comprehension skills, each class follows the ULS scheme for Guided Reading. This involves carousel activities including reading to a teacher, reading for pleasure and other key skills to ensure all children have a diverse and broad education. In Year Two, once Unlocking Letters and Sounds has been completed, the children participate in comprehension based activities to continue to extend their reading skills.

Key Stage Two

To support the development of comprehension skills, each class engages in guided reading sessions focusing on a class text for an extended period of time. This allows for in-depth discussions and deeper understanding of the text.

For three days the children also engage in using the scheme Fred's teaching. Through Fred's teaching, the children are exposed to developing their knowledge of language through vocabulary activities, fast

retrieval practice and time to discuss questions as a class as well as practicing all other comprehension style questions. On the other two days, children are exposed to a class text. The children are able to listen to a story and explore how to read fluently with prosody.

Curriculum Impact

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. With decoding taught as the prime approach to reading, pupils will become familiar with this strategy and have the confidence to work out unfamiliar words in any new texts they encounter even when they have come to the end of the Unlocking Letters and Sounds programme. Pupils will have the opportunity to develop their fluency and comprehension as they move through the school; accessing a range of texts independently.

The impact of the teaching of Reading is assessed in a number of ways.

In Reception Reading is assessed through the progress in their phonics, (sound recognition and ability to blend) and 1:1 reading.

In Autumn of Year One, fluency is the main focus. This is assessed through small group discussions in line with Unlocking Letters and Sounds Guided Reading. Comprehension is assessed through group discussions and through discussions around the books they enjoy. From the Spring term, the way the children are assessed in comprehension changes to NTS Assessments.

In Year Two, the children will complete NTS Assessments.

In Key Stage Two, the children are assessed in comprehension throughout the week. They get an opportunity to complete a 'Flying Solo' activity that helps determine their understanding of the text and apply their skills. These questions correlate with the National Curriculum to ensure the children are working purposefully and with progression. At the end of every term, the children are then assessed formally using NTS Assessments. In Summer 1, children in Year 6 are also assessed through the statutory SATs papers.

More importantly, we believe that reading is the key to unlock all learning and so the impact of our reading goes beyond the statutory assessments. We give all the children the opportunity to enter the amazing new worlds that a book opens up to them and share texts from a range of cultures or genres to inspire them to question or seek out more for themselves. We want reading to be the golden thread running through a child's journey at Raeburn. When they leave us, we want pupils to possess the reading skills and love of literature which will help them to enjoy and access any aspects of learning they encounter in the future.