



## *God's Love in Action*

Our children are at the heart of everything we do through **Christian values and relationships**. **Living and learning together** we celebrate the uniqueness and diversity of everyone in our family. We nurture a sense of **self belief, mutual respect and belonging** through Social Emotional Learning and academic excellence. We are dedicated to building the foundations for **happy and successful life-long learning**.

# Reading

## Intent

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## 1. Curriculum Vision

As stated in the National Curriculum, our overarching aim at St John's and St Peter's CE Academy is 'to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.' We strongly believe a high-quality English curriculum is essential. Reading is a life skill which unlocks the world – providing our children with a wide range of opportunities. We are committed to teaching children how to read and encouraging a love for reading where our children read to learn. High quality texts are used and shared with our children, using a talk for writing model to develop their writing techniques and begin their journey as an author.

## 2. Curriculum Aims

The national curriculum for English aims to ensure 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
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## 3. National Curriculum

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

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

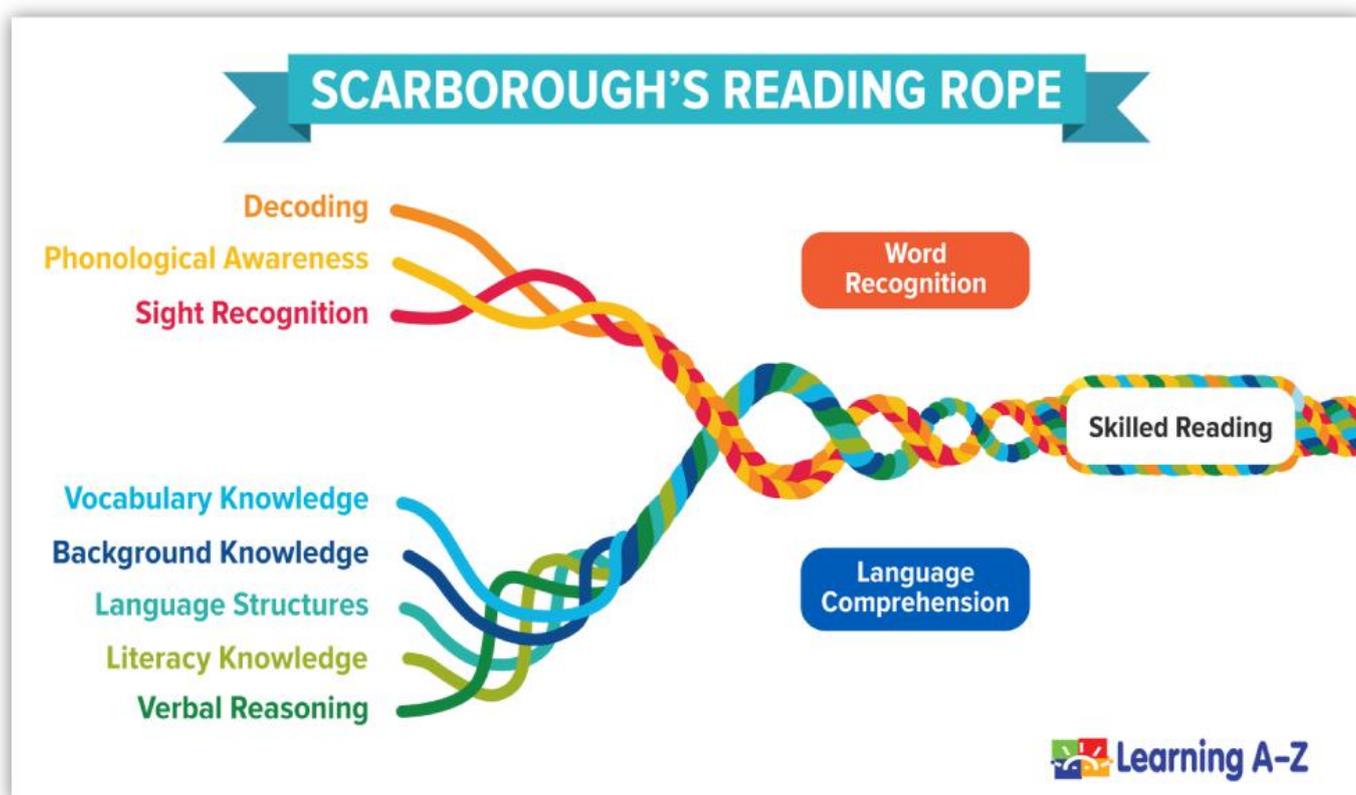
It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed 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. English 15 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

#### 4. Why study Reading in this way?

##### a) Why has this knowledge been selected?

At St John's we have carefully constructed a curriculum which prepares our children academically, emotionally, socially and spiritually to be active and successful participants of British and Global society. Our sequential knowledge curriculum begins in EYFS, so that our children can successfully access a broad and balance curriculum throughout their education.

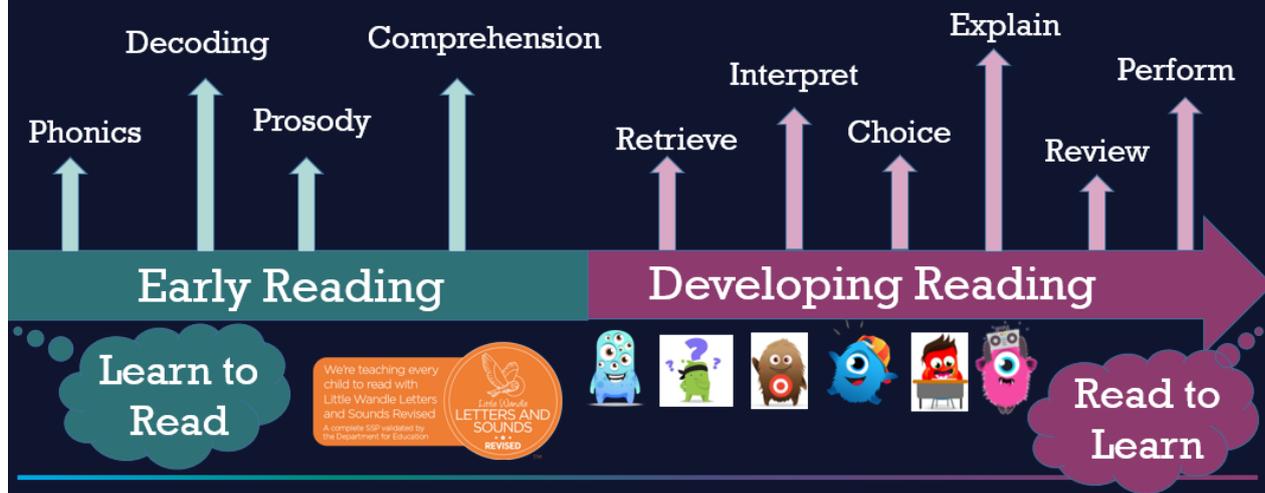


The Reading Rope consists of lower and upper strands. The word-recognition strands (phonological awareness, decoding, and sight recognition of familiar words) work together as the reader becomes accurate, fluent, and increasingly automatic with repetition and practice. Concurrently, the language-comprehension strands (background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge) reinforce one another and then weave together with the word-recognition strands to produce a skilled reader. This does not happen overnight; it requires instruction and practice over time. At the beginning of the reading journey, our children are taught these skills in isolation, through our systematic phonics scheme and the accompanying reading sessions. As the children progress through their reading journey, these strands will be embedded – creating skilled readers.

##### b) Why is it taught in this order?

Reading at St John's and St Peter's CE Academy is a journey.

## At St John's and St Peter's Academy...



At the beginning of our reading journey (early reading), our children focus on the skills needed to 'learn to read'. These skills are taught using Little Wandle Letters and Sounds Revised – which is a validated phonics scheme. The systematic, synthetic nature of the scheme allows all children to develop their decoding, prosody and early comprehension skills, building on their prior knowledge and embedding what they have learnt into their long-term memory. When they have mastered this and completed the Little Wandle Scheme (typically by the end of Year One) our children begin to 'read to learn'. This is when they develop their reading skills and abilities, beginning to think more coherently, critically and creatively. Reading is a gateway to all other subject areas, and if taught systematically, will lead to independent readers – who LOVE reading.

### c) How are Reading lessons taught at St John's?

In Reception, Reading is taught through Daily Phonics lessons. In addition to this, children apply their phonics knowledge by reading fully decodable books which are selected to match the point at which the children are within the scheme. Targeted reading sessions happen throughout the week, designed to promote the skills of decoding, prosody and comprehension – using the same book to develop fluency and understanding. Regular assessment ensures that any children that have gaps in their reading knowledge are provided with daily keep-up interventions.

In Year 1, children build upon their phonetic knowledge, decoding, prosody and comprehension. They continue to receive targeted reading sessions following the same structure as in Reception. To prepare the children for the next stage in their reading journey, they also develop knowledge of all alternative sounds ("Growing the code"). In the Summer term, children who have become fluent readers within Phase 5, are introduced to the 'Reading Monsters' and begin to transition into the next stage of their reading journey – reading to learn. Children who are identified as 'falling behind' (as a consequence of regular assessment) receive daily keep-up interventions.

From Year 2 onwards, children have daily Guided Reading sessions. These are 30 minutes long and vary day to day. Sessions include whole class exploration (dependence), group work (interdependence) and independent work. Children read within a group using 'table books' which are matched to their reading ability (colour banded). Regular assessments are carried out, especially for any children who have been identified as 'falling behind'. These children receive phonics sessions (if

required) in the form of 'Rapid Catch-up' as well as 'Daily Keep-up' interventions and additional reading sessions. Some children are identified as 'falling behind' but have secure decoding skills and do not require phonics sessions – these children receive additional reading sessions and targeted comprehension interventions to develop their understanding.

### Resources

At St John's and St Peter's, we have invested significantly in high quality resources to help our pupils succeed in Reading. These include: a full set of Little Wandle books and equipment (including SEND sensory cards), brand new colour banded guided reading books which follow on from the Little Wandle scheme and a fully resourced library of over 800 brand new books to promote reading for pleasure. In addition, each class has an allocated text every half term. We have purchased a class set of each text which the children can use in their whole class reading sessions, or at the end of the school day.