



## Reading Curriculum Intent

### Intent

At St Nicholas School, we want pupils to learn to read quickly and accurately and to then keep on reading. We want pupils to see reading not only as a task set by teachers in school but as an activity which provides pleasure and escape from the modern world. We passionately believe that with the right support that all pupils can and will learn to read. In order for all pupils to be successful, we assess them each half term and place them in a group that is matched to their ability.

We are constantly informally assessing pupils to make sure that they are at the “Goldilocks spot” where the books they read are neither too easy nor too hard. If needed, pupils receive additional support to help them on their journey to becoming a confident reader. Within the daily phonics sessions pupils will be encouraged and supported to not only develop their decoding skills but also their comprehension and fluency skills.

Our aim is for every pupil to enjoy reading and become a reader so that they develop emotionally, socially, intellectually and spiritually. We believe teaching a child to read is the single most important thing we can do and we are dedicated to enabling our pupils to become lifelong readers. We want pupils to develop a love of reading for pleasure, as well as for information, by reading widely and often. It is our desire for pupils to be exposed to a variety of literature, genres and authors so that our pupils will be confident when reading and read with good understanding.

### Implementation

#### To develop pupils as readers we:

- Teach children to read accurately and fluently using a range of strategies.
- Regularly assess children.
- Promote early phonological awareness in the Foundation Stage through everyday activities and routines such as listening games, shared reading, singing and interactive planning sessions.
- Ensure children in Nursery are taught foundations for phonics and they practise these throughout their sessions, they also learn rhymes and songs that help with learning sounds.
- Ensure Reception and Year 1 children have daily timetabled phonics sessions, which follow our Little Wandle validated phonics scheme. Children are taught to segment and blend words and apply their learning for reading decodable and tricky words.
- Expect children to read daily at home and for parents to sign their reading record.

#### **Learning, Loving, Living in God's Family**

*“But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love forever and ever. Psalm 52:8*



- Encourage children to develop a love of reading and become confident, fluent, and independent.
- Plan effective guided reading sessions to help children understand and respond to what they read using the skills of inference and deduction.
- Use a range of high-quality texts to encourage a love of learning.
- Ensure children are provided with the opportunity in lessons to reflect on and discuss what they have read, including the language and punctuation choices made by the author.
- Choose an engaging class novel to read. Much thought goes into the selection of texts to ensure exposure to high level vocabulary and exciting plotlines.
- Expect all classrooms to have a fun and engaging book shelf that is used daily and replenished each half term with books relating to the curriculum topic.

## **Reading Pedagogy**

Reading instruction is organised along three tiers to ensure good progress for all.

### 1. Teaching of Phonics and early reading:

- Reception and Year 1 have daily phonics sessions taught using Little Wandle Scheme planning.
- Daily keep up sessions to ensure every child has any gaps in their phonics knowledge closed quickly and effectively.
- Some children in Year 2 continue with Little Wandle Phonics based on ongoing assessment. Children in KS2 still needing support access the Rapid Catch-Up Programme.

### 2. Guided reading:

- Small group reading practice sessions Reception and Year 1.
- These groups continue until the children have finished the Little Wandle phonics programme, around Year 2 Spring 1, to consolidate and revise skills taught in year 1.
- In year 2, children who have finished Phase 5 Set 5 books, move on to Little Wandle Fluency books.
- Whole class guided reading sessions in KS2.
- Children are carefully guided through high quality texts which are pitched slightly higher than the average reading level in that class, to allow for guided exposure to more difficult texts.
- Teachers carefully plan questions, model responses, assess and respond to misconceptions.

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### 3. Individual reading:

- In KS1 and KS2, a trusted adult will listen to targeted readers as often as possible (a minimum of twice a week). These are children who have been specifically identified and targeted or children who are pupil premium.
- In KS1 and KS2, all children are heard reading by a trusted adult during reading sessions three times a week and 1:1 at least once a fortnight and by their teacher once a month.

### **EYFS approach to reading**

- Children in Nursery have daily opportunities to build basic reading skills. Children are supported to develop the key components of reading through class story time, extending vocabulary and comprehension.
- In Reception, we teach children to read through Little Wandle reading practice sessions three times a week.

### **KS1 & KS2 planning and preparation**

- In Reception and Year 1, each Little Wandle reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory.
- Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2 a combination of Little Wandle reading practice sessions, group guided reading and whole class teaching.
- KS2 whole class guided reading sessions take place 3 times a week for 30 minutes. This supports access to high-quality texts and aids group discussion whilst also providing targeted support. Sessions are carefully planned to support lower-attaining readers and to stretch and challenge higher-attaining readers. All classes ensure there is carefully considered use of echo reading, choral reading and drama to engage the children and continue to promote understanding and enjoyment of reading. Follow up tasks and additional reading sessions are tailored carefully, either to close gaps or accelerate progress in order for each child to be the best reader they can be.
- KS2 uses predominately whole class guided reading sessions. Where vocabulary is explicitly taught and the teacher provided a crucial model for fluency.
- Responsive Teaching is used by teachers to carefully select a text from an agreed range of resources. Providing a consistent and systematic approach to the teaching of reading skills across KS2.

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## **Phonics**

Early reading, and decoding/word reading in particular is developed systematically through the use of the Little Wandle validated SSP programme, across Reception and Year 1, and where necessary for children requiring more extended support in developing and securing the fundamental knowledge and skills that underpin fluent reading. Please refer to the separate Little Wandle early reading policy for fuller details of the aims, systems, approaches and pedagogy that makes up the programme. The additional detail found there is reflective of the need to be fully consistent with the systematic design of the programme, and the need for fidelity to its progression and methodology. Teaching and learning is supported with consistent use of resources and carefully matched books.

## **Reading Assessment**

- Within guided reading sessions, objectives are carefully planned for, and assessment is ongoing.
- Reading data is submitted termly on Arbor. Teachers use Herts for Learning reading TAFs as the assessment criteria to support forming a judgement and this is updated half termly.
- YARC assessments for each child in KS2 are carried out twice a year, in Autumn 2 and Summer 2 to help inform the teacher's judgement.
- Year 2 and Year 6 use the DFE's Teacher Assessment Framework to support judgements.
- During the summer term year 1 children will take part in a National Phonics Screening check where they will achieve either a pass or fail. If children do not pass, the test will be retaken in Year 2.
- Little Wandle assessments are done half termly, to ensure children are achieving the targets set out by the programme. Allowing us to keep track of pupil progress, inform next steps for teaching and identify any child who requires Daily Keep Up sessions.
- For those on Little Wandle Rapid Catch-Up programme assessments are carried out every 4 weeks using the programme's built in assessment arrangements.

## **Monitoring**

- A detailed monitoring cycle is planned and shared with staff. Monitoring includes: lesson observations, learning walks, pupil voice and book looks.

## **Entitlement and Inclusion – Disadvantaged, EAL, SEN, More Able**

- All children are entitled to access a broad and balanced curriculum at an appropriate level.

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- Teachers include a range of teaching styles and groupings to allow all children to make progress.
- These groups are recognised within school and their progress closely monitored by the class teacher and subject lead and Inclusion Lead.

## Home learning and Reading Records

- Children's reading will be recorded in their home-school reading record books.
- In KS1, teachers will record in children's home reading records when they have heard a child read.
- Parents and children are encouraged to record any reading to build a whole profile of a child's reading journey.
- Children are expected to read with an adult at home 3 times a week and this is monitored by teachers.

## Classroom Reading Areas

- Each classroom will have an exciting, tidy and inviting reading area which is utilised by the children.
- Reading areas should be organised by the class librarians.
- Books are replenished every half term to allow a new set of books for children to access.
- Children can make book requests to their teacher and the English subject leader to ensure children's interests and trends are current.
- Book corners should include books linked to half termly topics to allow an immersive curriculum.
- A range of high-quality texts should be readily available.

## **Impact**

Through the teaching of systematic phonics, most of our children become fluent readers by the end of Key Stage One. This way, children can focus on developing their comprehension as they move through the school. Attainment in reading is measured using the statutory assessments at the end of EYFS, Key Stage One and Two. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1.

By the time children leave St Nicholas most of our children are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader.

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