



## Reading Curriculum

### INTENT

- **Our Vision**

At Stone CE School, it is our intent that our children will achieve their full potential and become independent, 'lifelong learners' who are prepared for the future. We aim for all children to: develop a love for reading; gain a good phonic awareness; become fluent readers; have a broad range of vocabulary and the skills to comprehend a variety of texts. We want to instil a love of reading into the children which they can then use across the curriculum and to help them learn new things. We want to ensure that children have access to a wide variety of high-quality fiction, non-fiction and poetry texts and we have a well-stocked library that each class visits weekly to support this. Reading is taught through methods such as shared and guided reading to develop both the skills of decoding and reading comprehension. Children take books home from school from a range of reading scheme books which have been grouped together using book bands. We believe that teaching a range of strategies is essential so that some of these strategies become automatic and instinctive for learners in their work.

- **The rationale**

The ability to read is fundamental to children's development as independent learners, during their time at school and beyond. At Stone School, we aim to provide children with the ability to understand, interpret and communicate with each other and the world around them. Success in reading has a direct effect on progress in all areas of the curriculum; therefore, reading is given a high priority at Stone School, enabling the children to become enthusiastic, independent and reflective readers across a wide range and variety of literature, including different text types and genres, posters, magazines, signs and newspapers. Reading is a complex skill with many components. We vary the text types children encounter each week and expose them to RIC (Retrieval, Inference, Comment) starters to engage them further. Our approaches to the teaching of reading encourage children to use a variety of strategies in their pursuit of meaning.

- **Meeting the needs of identified groups i.e. SEN, EAL, disadvantaged children and the most able pupils**

Teachers use the progression of skills document to ensure that the reading curriculum is taught progressively and builds upon prior knowledge. Guided reading plans identify different groups and show how they will be either supported or challenged in lessons. Teachers set tasks that can be completed in mixed ability pairs or groups to ensure that less able pupils or those needing additional support can be supported by their peers. A subject guide for staff has been produced by the subject leader which gives examples of what a child should be achieving to be considered greater depth in reading. Teachers use this information to help set challenging tasks that would show children are working at greater depth. SEN and disadvantaged children are heard read regularly to help develop their word recognition, accuracy, fluency and comprehension skills.

### IMPLEMENTATION

- **Introducing new learning**

Phonics is taught daily from Reception to Year 1 and introduces new sounds, as well as consolidating previous learning. Guided reading sessions take place at least 3 times a week and new skills are introduced in these sessions. A comprehensive progression of skills document has been drawn up and introduced to show the progression in reading from EYFS to Year 6. This clearly shows what knowledge and skills children need to have gained in previous years to ensure they are ready for

the next step in their learning. Because these are passed up with children throughout their time at Stone School, teachers use this document to check for any gaps in previous learning and can address these before then moving the children on to ensure that children are developing their understanding and acquiring the skills they need.

- **Teaching approach**

Phonics is taught daily to all children in Class R and Class 1. Children who need further support with phonics work in small groups with adults using a combination of Read Write Inc and Reading Eggs. Children beyond Year 2 who need further support with their phonics work with an adult using the Simultaneous Oral Spelling method. Key Stage 2 have 4 Guided Reading lessons per week which follow our approach of Whole Class Guided Reading. English lessons use a text to teach children and therefore we use a range of text types (for example, poems, newspapers, articles, online reading, pictures and extracts) in Guided Reading lessons to ensure children have access to a broad range of genres. We have ERIC (everyone reads in class) twice a week and one session of the teacher reading a class book to model reading to the children. Children take home up to two reading books from the reading scheme per week and change them once a week. They also have library books which they can change every week in their class's library session. The Reading Eggs programme, which is used across the school, allows children to access texts online from home using their own unique login and is catered specifically to their own needs. Each class also has an Oxford Owl website login which provides children with access to e-books from home too. Each class has a reading corner, with a selection of books from the library, which are changed termly and children are encouraged to recommend books to their peers. Class Reading Buddies between Year 2 and Year 6 takes place weekly. The children from Year 2 share books they choose and the Year 6 children help them to read them. The Year 6 children are given example of questions they could ask the Year 2 children to ensure they understand the text. Teachers model expressive reading in lessons, through the class core text, in guided reading groups.

- **Schemes/resources**

A number of schemes and resources are used to support the teaching of reading at Stone School. Read Write Inc phonics is used in Key Stage 1 and Support for Spellings is used in Year 2 to continue this learning. Reading Eggs and Reading Eggspress are used across the school in both guided reading sessions and for home learning tasks to help children develop their phonic, decoding and comprehension skills. The scheme also focuses on word and dictionary work to help children build their vocabulary. The school library is well stocked with a wide range of high-quality fiction, non-fiction and poetry texts. Teachers use extracts from a range of texts and genres in guided reading sessions, drawing these from a range of resources. We have a new reading scheme for children's individual reading books which consists of a range of high-quality fiction and non-fiction texts to expose children to texts they may not choose for themselves.

- **Educational visits and enrichment activities to develop cultural capital**

Children take part in World Book Day each year where they are given the opportunity to dress up as their favourite book character and participate in a range of reading linked activities. They also take part in Poetry Day annually, providing them with additional opportunities for reading and writing a range of poetry.

- **Ensuring good progress and attainment**

Children's English books and teachers planning are monitored by the subject leader to ensure progress and progression in reading. Class teachers assess children termly using NFER reading assessments and say whether they are WTS, ARE or GD in reading. This data is then monitored by the subject leader and compared to progress in writing and maths across the school, as well as

compared to national data. This is monitored by the subject leader across the year and reported to senior staff in school.

### IMPACT

- **Expected outcomes**

That children have made good progress from their starting points, evidenced by teacher assessment. That assessment data shows that children's attainment is at least equivalent to national data.

- **How outcomes for pupils are measured**

Termly phonic checks are carried out and teachers monitor the children's progress in each lesson to ensure they understand. Reading assessments for all children take place termly for all year groups and half termly for children in Class 6. Teachers work with children in Guided Reading lessons and continuously monitor their attainment from the learning objective. Children read to teachers and teaching assistants in school at least once a fortnight, who monitor whether a child can progress in their book bands. Reading age assessments are carried out twice a year for SEN children. We measure the impact and success of our reading curriculum through daily lessons, 1:1 reading sessions with children, termly class assessments and monitoring of Reading Eggs.

- **Other outcomes**

Through our teaching of reading, we aim to instil a love of reading in our children as well as developing their 'reading to learn' skills so that they can use these skills across the curriculum. We want our children to be fluent, confident readers who can use their reading ability to help them in the wider world. We want to expose our children to a range of high-quality fiction, non-fiction and poetry texts which they may not choose for themselves. We aim to ensure our children can understand what they read and help them develop a rich and varied vocabulary that they can use throughout their lives.