

# READING CURRICULUM INTENT



## What we aim to achieve in Reading

At St Michael's Church of England Primary School, reading is at the heart of all we do. It has an extremely high profile throughout school and we strive to nurture avid readers by providing fun, thought provoking classic, modern, quality texts. We want all pupils to become fluent, confident, expressive readers who are able to successfully comprehend and understand a wide range of texts. We want pupils to develop a love of reading, a good knowledge of a range of authors and be able to understand more about the world in which we live, through the knowledge they gain from texts. By the end of their time at primary school, all children should be able to read fluently, with expression, confidence and accuracy. All pupils will be encouraged to read at a level for their own enjoyment, whilst also being challenged and supported to develop their reading skills and engagement with more difficult texts. We understand the importance of parents and carers in supporting the children to develop both decoding/word reading skills and comprehension skills. We want to encourage and develop strong home/school partnerships so that the love of reading and the pleasure it offers all pupils can continue to be extended and developed in the home. We share our approach to how we teach reading with parents, so that they too can enhance the skills being taught and value the need for regular reading of quality texts at home.

## BIG IDEAS

**FLUENCY** – I can read with fluency and accuracy so as to make sense of what I am reading.

**ENJOYMENT** – I am a reader because I thoroughly enjoy reading a range of fiction and non-fiction.

**COMPREHENSION** – I am a reader because I can reflect and respond to fiction and non-fiction texts in order to understand them.

# READING IMPLEMENTATION



## How we deliver Reading

### Phonics: Early Years and Key Stage 1

Read Write Inc is used as a synthetic, systematic approach to teaching Phonics in Reception, Year One and if required Year Two. Staff have rigorous, on-going training and pupils are taught in groups ranging from 4-12 pupils on a daily basis, at a regular time slot. It is an area of priority within our school. The Reading Leader carries out individual assessments half termly and pupils are grouped according to need. 1:1 daily support is offered by skilled teaching assistants to those pupils identified as not keeping pace with age related expectations. On the other hand, if pupils make significant progress, movement between groups is accommodated, out with the parameters of the assessment timescale. This ensures all pupils are challenged and supported at the appropriate reading level. Alongside the books pupils read to promote independent reading, using the sounds and common exception words they already know, all pupils have a picture book to access and share at home. It is a parallel approach to develop key reading skills and also the love of stories. The Reading Leader regular takes part in daily phonics sessions alongside teaching staff, to moderate the provision and implementation. Coaching and further guidance/support is offered if and when required by staff on an on-going basis. This ensures the approach to teaching phonics within school is consistent and securely imbedded.

### Whole School Reading

Our books are graded using Bookbands, in conjunction with the LA library service. Each coloured band is structured to ensure that all children have access to a wide range of texts and allows pupils to develop their skills within a level before progressing. The Reading Leader administers the Schonell Reading Test to all eligible pupils from Year 2 to Year 6 in September. This gives a decoding/word level age to guide staff. Each term all year 3 -6 pupils take part in the PIRA. This is to inform progress against National Year Group Expectations. Within school, The Literacy Shed's VIPERS is used to structure class responses to shared text and individual reading. The questions around vocabulary, inference, prediction, evaluation, reflection and summary are currently differentiated across KS1 and KS2. This will be developed further, linked to Year group NC objectives.

The environment in which we promote reading for enjoyment is given great consideration. School hosts a reading café once monthly, before the start of day for all pupils. This is well attended and pupils love to read with their parents, carers at this time. A shared story read by a member of staff, which engages all pupils and adults ends the monthly café, which again promotes the fun reading brings to everyone. A school story sack, which contains a picture book, related resources and key reading response questions makes its way around school each week and is introduced by the headteacher in the Monday sharing assembly. Pupils' responses to shared school texts are hung on our school story book tree for all to read and reflect upon. The school library stock, book displays, questions and artefacts around school aim to 'hook' and inspire the pupils to read the texts on offer. These are updated and changed regularly.

## Classroom Organisation

All pupils have access to a shared class reading response text, appropriate to their age. The LA Library Service provides half termly class sets of books pre-ordered, specific to each year group.

Each year group has a list of core texts to inform their choice in this area. Younger children respond as a class to texts shared. From Year 2, all pupils have their own individual reading response book. The front of the book focuses on using VIPERS to respond to whole class shared texts (approx 3 times weekly). The back of the book records the pupils' responses and reading skills to access unseen, reading comprehension tasks (approx. once weekly). This dual approach develops the pupils' love of reading and reading skills in addition to providing a formative platform to assess pupils' progress in reading, against National Expectations. The less able and/or reluctant readers benefit greatly from being part of the daily class dialogue, acting, response to the text, even if they may find reading the text too challenging. Reading Lessons are taught 3-4 times weekly. The reading Leader monitors these lessons throughout school and will coach alongside class teachers as identified in the SDP. Pupils from all classes are chosen to be Reading VIPS, to share their thoughts and views about reading. This gives an added dimension, to enable the pupils' voice to be valued and respected.

All classes have a weekly book display, with questions and related resources to access the text in an enjoyable, fun manner. The class books also challenge the pupils' thoughts, promotes discussion about the text and encourages their reading response.

## IMPACT

### Summative Assessment

Summative assessments will be carried out at the end of each term. Teachers will use PIRA, SATs papers and their professional judgement linked to key reading objectives to determine whether a child is working within age related expectations, above or below. They will base their judgements, for the most part, on the quality of the pupils' responses.

- Pupils will enjoy reading across a range of genres and be able to talk confidently about their favourite books and authors.
- Pupils of all abilities will be able to succeed in all reading lessons.
- Pupils will use a range of strategies to decode words, not solely relying on phonics.
- Pupils will have a good knowledge of a range of authors.
- Parents and carers will have a good understanding of how they can support reading at home and contribute regularly to home-school records,
- The percentage of pupils working within age related expectations within each year group will be at least in line with National Averages.
- The percentage of pupils working at greater depth within each year group will be at least in line with National Averages.
- There will be no significant gaps in the progress of different groups of pupils (disadvantaged, SEN, boys, Younger in cohort, PP).