



Reading Curriculum Statement

<p>Intent</p>	<p>At Streethay Primary School, we whole-heartedly believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to creatively and effectively express themselves.</p> <p>Our Reading Curriculum is centred around pupils developing a lifelong love of reading and our staff are role-models and advocates who enthuse children through their own passion when sharing books. Our aim is to create behaviours where pupils will choose to read frequently and widely and discuss their thoughts with passion and enthusiasm. We believe that reading is vital for educational success and future successes in a child's life. We are committed to promoting a love for reading and not only giving children opportunities to read in English lessons, but in the wider curriculum too; through Reading across the curriculum.</p> <p>At Streethay, we are dedicated to the teaching of oracy throughout the school, our aim is for our staff to equip pupils to be able to confidently speak about texts they have read and articulate ideas, develop understanding and engage with others through spoken language around stories, poems and non-fiction texts.</p> <p>We believe in a keep up approach for the teaching of Early Reading. Every child becomes a reader through a high-quality synthetic phonics curriculum. This is then supported through a linked approach to shared and guided reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.</p> <p>What will our children who can read effectively look like? Our school reading aims</p> <ul style="list-style-type: none"> ➤ Our pupils will be confident to speak about phonics and how to tackle tricky words (decoding). ➤ Our pupils will be confident to talk about the domains of reading (delivered through Visual Reading Skills) and know what domains they are focusing on to become better readers. ➤ Our pupils are fluent readers, only using phonics decoding (breaking words up) for new tricky words. ➤ Our pupils will be using reading in all subjects across the curriculum to link and connect knowledge learnt. ➤ Our pupils will have strong word recognition and language composition. ➤ Pupils are at least in line with age related expectations in all classes and for those who are not, Keep-up or Catch-up is given immediately to close gaps. This is reviewed in short time scales and planned to use our Keep-up and Catch-up programmes. <p>Our children will be eager to pick up books and will be able to articulate their thoughts and feelings clearly.</p>
<p>Implement</p>	<p><u>Reading for Pleasure</u> <i>'Reading for pleasure is the single most important indicator of a child's success.'</i> (OECD 2002) <i>'The will influences the skill and vice versa.'</i> (OECD 2010)</p> <p>We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.</p> <ul style="list-style-type: none"> • We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Streethay and our local community as well as books that open windows into other worlds and cultures. • We have a Story Time/ Poetry Time Assembly led by the English Lead every two weeks. During this we celebrate authors and share new stories and poems in fun ways. • We have an Author of the Half Term, where staff and children celebrate a certain author. • Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books. • In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed. • Children from Nursery/Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school. • As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read. • Each class visits the local library every half term.



- The school library is made available for classes. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).

Meaningful Story Time

Story Time is an integral part of our school day and is timetabled daily in every class from Nursery onwards. We use our story times to engage children in reading and to develop vocabulary and comprehension skills. Additionally, story time is used to promote oracy and eloquence for all pupils and this is one of our strategies to ensure all pupils are given the skills to speak clearly and listen to ensure they are able to actively learn during their school life.

We have Core Story and Poetry Books for each year group that are read repeatedly to the children so that they begin to learn stories from memory and can comprehend verbally the reading domains. These stories and poems have been carefully selected to extend and build on vocabulary from previous years and to develop their knowledge of the world through stories. Our staff have a bank of key sentence stems to model thinking aloud during their story time sessions to enable pupils to ask and answer their own questions.

Additionally, we have a Story and Rhyme Time Assembly each week, where our pupils and staff come together to share stories, poems and information texts. During the assemblies, pupils are encouraged to join in, sing, add actions and participate fully in their story time.

Phonics

At Streethay, we have a consistent approach to teaching Phonics and Early Reading through our new adopted Little Wandle Letters and Sounds Revised Programme. All staff across school have been trained on the delivery of our new programme and our pupils receive high-quality, well-paced phonics lessons. Sounds are taught in progressive sequences, allowing time for application into reading and fluency checks. This ensure opportunities are evident for spacing and repeating learning to develop automaticity in reading and spelling.

In the very earliest stages, our Nursery Classes (Daisies and Daffodils), follow the 'Foundations for Phonics' Programme as part of Little Wandle. Through a balance of child-led and adult-led experience, our pupils in Nursery learn to read through:

- High-Quality Stories and Poems (Using their Core Story/Poetry Books)
- Learn a range of Nursery Rhymes and action rhymes
- Engage in activities that develop focused listening and attention, including oral blending.
- Pay attention to high-quality language and vocabulary.

From Reception onwards, our pupils are taught phonics for varying times depending on their stage in the programme. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers. Our children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.

We follow the *Little Wandle Letters and Sounds Revised* expectations of progress. Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy. Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy. We timetable daily phonics lessons for any child in Year 2 who is not fully fluent at reading or has not passed the Phonics screening check. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.

If any child who is Aged 7+ has gaps in their phonic knowledge when reading or writing, we plan our 'Rapid Catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last around 10 minutes and take place at three times a week with a trained adult. These children also engage in Rapid Catch-up Reading Practice Sessions with books that are appropriate for their development whilst at the same appear mature and appropriate for a KS2 reader.

For children who are following the Little Wandle Programme, we teach children to read through reading practice sessions three times a week. These:

- are taught by a fully trained adult to small groups of approximately six children
- use books matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids on pages 11–20 of 'Application of phonics to reading'



- are monitored by the class teacher, who rotates and works with each group on a regular basis.

















Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. 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, we continue to teach reading in this way for any children who are having keep-up support.

All staff are trained in Phonics and sounds are taught using the Little Wandle Progression Document, allowing time for application into reading and fluency checks. This ensures opportunities are evident for spacing and repeated learning to develop automaticity in reading and spelling. Towards the end of Year 2 and Key Stage 2 (Years 3 - 6) we also deliver phonics to all children who do not have the decoding skills or fluency expected for their age group through our Rapid Catch-Up Programme. Training is frequent for all staff and the consistent approach to phonics is used to ensure the teaching sequence matches that of Key Stage 1.

Teaching the Reading Skills (Domains of the National Curriculum)

Our children are exposed to daily teaching of the National Curriculum Reading Domains through our Whole Class Reading Approach from Y2-KS2. During Whole Class Reading sessions children are encouraged to explore and develop fluency through choral rehearsal, vocabulary and comprehension skills. Children are explicitly modelled to and understand how to answer different types of questions through a consistent approach. During

Reading Skills Key Stage 1				Reading Skills Key Stage 2			
 Predict	 Retrieve	 Sequence	 Infer	 Predict	 Retrieve	 Summarise	 Infer
 Visualise	 Clarify	 Question	 Vocabulary	 Visualise	 Clarify	 Question	 Vocabulary

Highly Engaging Texts

At Streethay, we ensure we use high quality texts both in Reading and Writing. These texts allow different genres to be explored, current global events to be discussed and develops cultural capital through inspirational key people in society. Key authors will also be covered. Within our range of engaging texts, vocabulary is at the heart. Within our Reading Sessions across school, Tier 2 and 3 words are taught and explored in great depth and context.

Home Readers

We also provide parental workshops which are designed to facilitate engagement between parents, the school and their children's reading. They begin with messages about the importance of reading for pleasure which is followed by informal parent/children reading time supported by teachers where necessary. In addition, we celebrate reading together throughout the year by taking part in both school based, local and national reading initiatives including the Read for Good Readathon, National Poetry Day, World Book Day, author visits and reading challenges.

In Nursery:

Your child will have a wordless book (depending on their stage of learning) and a Reading for Pleasure Book from our amazing library!

In Reception and Y1:

Your child will have a 100% decodable book to take home which is part of our Phonics Scheme (Little



	<p>Wandle). For this book, the expectation is to practise building fluency with reading. They will also have a Reading for Pleasure book to share from our library!</p> <p>In Y2: We carry out a one-minute fluency assessment to determine if your child should have either: - A 100% decodable Phonics Book - Or a Y2 Book Band Book according to their year group objectives. They will also receive a Reading for Pleasure book from our Library!</p> <p>In KS2: Your child will have a book banded book and receive a Reading for Pleasure book of their choice from our library.</p>
Impact	<p>Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.</p> <ul style="list-style-type: none">• Assessment for learning is used:<ul style="list-style-type: none">○ daily within class to identify children needing Keep-up support○ weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.○ There are focus children within every phonics and reading lesson that the teacher has identified.• Summative assessment is used:<ul style="list-style-type: none">○ every six weeks in Phonics to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.○ by SLT and scrutinised through the <i>Little Wandle Letters and Sounds Revised</i> assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.• Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.• Children in Year 2 to 6 are assessed through their teacher's ongoing formative assessment as well as through the half-termly <i>Little Wandle Letters and Sounds Revised</i> summative assessments.• Children on the Rapid Catch-Up Programme are assessed after 4 weeks.• Children from Reception (Summer Term) – Year 4 have termly Reading Assessments which are used carefully to support teachers and their analysis of gaps. From the assessments, a Question Level Analysis is created and shared with SLT to show any areas that need to be addressed in subsequent teaching.