

Reading Curriculum

Intent:

At SS John Fisher and Thomas More Catholic Primary School, we put reading at the heart of the curriculum. We intend to provide rich, meaningful discussions around texts, where all children feel confident and able to contribute by using their reading skills to access all areas of learning. We also intend to foster a love of reading both at school and at home. Our reading curriculum has been designed using very high impact strategies based on extensive evidence (EEF 2022).

Early Reading and Phonics

We deliver *Read Write Inc. Phonics* to all pupils in EYFS and KS1 daily. This is because phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Children in older year groups, who may be significantly struggling with their reading, will have access to available interventions, namely the *Read Write Inc. Phonics* programme, Read Write Inc. Comprehension programme or *Fresh Start* programme.

During Read Write Inc. sessions we intend to teach the following strategies to pupils:

- Decoding letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
 - Reading common exception words on sight
 - Understanding what they have read
 - Reading aloud with fluency and expression
- Writing confidently, with a strong focus on vocabulary and grammar
 - Spelling quickly and easily by segmenting the sounds in words
 - Acquiring good handwriting
- Learning how to work effectively with a partner to explain and consolidating what they are learning

RAMP (Reading and Modelled Practice)

We use RAMP to teach reading to all pupils in KS1 and KS2. This is because we are aware that phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading in order to apply the comprehension strategies independently to other reading tasks, contexts and subjects. The RAMP cycle of teaching promotes high-quality talk within the classroom. Comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both.

During RAMP sessions we intend to teach the following strategies to pupils:

- Activating prior knowledge
 - Making predictions
 - Clarifying words meanings
 - Retrieving information
- Understanding how grammar is used in context
 - Making inferences
- Summarising and sequencing main ideas
 - Reflecting on what they have read

Implementation:

For early reading and phonics, we carry out baseline assessments as the children enter EYFS and KS1. We continue to assess children's reading skills every 6 weeks using the *Read Write Inc.* assessments. Pupils are grouped according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

At SS John Fisher we deliver phonics in small groups according to their assessments. Nursery is divided into key groups and as the year progresses groups are adapted according to their reading skills. Reception is divided into four groups according to their reading assessments and progress through *Read Write Inc.* systematically. KS1 children are taught in small groups to match their reading level. All staff, including teaching assistants, are trained to deliver Read Write Inc. The staff use coaching and practice sessions to ensure the teaching of phonics is consistent and of high quality.

In Nursery, staff implement Phase 1 of Letters and Sounds activities to develop the children's speaking and listening skills. These skills are crucial foundations for reading skills and therefore embed our Nursery curriculum. Children start to learn the basic signs and signals for *Read Write Inc.* e.g. team stop. They begin to learn songs and rhymes and real emphasis is put on oral blending. The children are taught to recognise and name the simple mnemonics from the programme.

In Reception, we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practise in reading high frequency words with irregular spellings – that is, common exception words. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher, supports their increasingly fluent decoding. Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; children are soon able to read these texts for themselves. Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences.

In Year One and Two, we build on the foundations and introduce more digraphs, trigraphs and split digraphs. We teach alternative ways of reading the same sound. Just like EYFS, we make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. We develop writing simple words and sentences and use alternative spellings; we teach children to recall the spelling of common exception words. All pupils are encouraged to compose their sentences aloud until they are confident to write independently. We make sure they write every day. Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them.

Progression in phonics is closely monitored and the use of phonetically decodable books ensures the application and consolidation necessary for effective decoding. Home/school reading books match each stage of phonics learning. A clear progression through the phonic stages and appropriate books support the process of developing accuracy and fluency.

RAMP guided reading lessons take place every day for KS1 and KS2 children. This is delivered by the teacher in a whole-class setting. Mixed ability pairs are a key strategy used during the session to ensure it is accessible for all children. The children have a reading journal to record their thoughts. Monday's session is used to promote independent reading. The remainder of the week is used to apply the RAMP key skills on the selected text listed on the long-term curriculum overview.

To promote reading at home, we use Accelerated Reader. Accelerated Reader is a computer-based program that enables children and teachers to monitor reading practice and progress. Our children select books from our school library at their own ZPD (zone of proximal development) level and read it at their own pace. When finished, children take a short quiz on the computer. Passing the quiz is an indication that the child has understood what they have read. Children and teachers are given feedback on quizzes taken by children, which are then used to set goals and direct ongoing reading practice. We understand that reading for pleasure is associated with higher levels of literacy achievement. To incentivise home-reading, a whole-school Accelerated Reader rewards chart is displayed in school and reading is celebrated in our golden assemblies.

Children receive their ZPD level after undertaking a STAR Reading Test every half-term. Star Reading is a computerized reading assessment that uses computer-adaptive technology. Questions continually adjust to your child's responses. If the child's response is correct, the difficulty level is increased. If the child misses a question, the difficulty level is reduced. The test uses multiple-choice questions and takes approximately 15 minutes.

Impact:

At SS John Fisher and Thomas More Catholic Primary School, we use a tiered-approach to reading assessment.

Read Write Inc. phonic assessments are carried out at the end of every half term, approximately every six weeks. The information is recorded on the Read, Write Inc. portal and children's progress is tracked from Reception to Year 6. The data informs us of a child's reading level and the children are grouped accordingly.

PIRA reading tests are taken three times a year in Years 1-6 and recorded on the school assessment tracker to monitor progress and attainment.

Accelerated Reader STAR reading tests are used in KS2 and for Year 2 children who are on the Literacy and Language programme. Exceeding Year 1 readers use Accelerated Reader in autumn term two. Tests are taken half-termly to monitor the children's reading levels and data is analysed by class teachers, the reading lead, SENDCo and Head teacher. Data from Accelerated Reader is compared with the PIRA data to make accurate and concise judgements.

Impact is also measured through end of key stage assessments in EYFS, Year 2 and Year 6 as well as phonics outcomes in Year 1 and Year 2.

All assessments will be quality assured by subject leaders using first-hand evidence of how pupils are doing, drawing together evidence from pupil interviews, learning walks and Friday Flicks. Internal reading moderation takes place within key stages to ensure a consistent judgement across the school. External moderation takes place in EYFS.