

# Reading Curriculum Statement

## INTENT

### Purpose of Study

Reading is the foundation of our school curriculum; it provides our children with an essential life skill that they need to unlock learning and succeed in their future life. At SS John Fisher and Thomas More Catholic Primary School, we will endeavour to provide outstanding reading experiences with exciting and inspiring learning opportunities that promote the importance of this lifelong skill. We intend to deliver a curriculum that enables our children to be ready for each stage of their education.

Teaching children to become fluent readers is a huge part of what we do at SS John Fisher. We have lots of opportunities for reading exciting books and materials. We want children to enjoy reading; reading for pleasure and reading to learn. We aim for all children to reach their full potential in reading.

Our children use reading as a tool across all subject areas, it enables pupils to learn new information and skills and prepares pupils for their future

### Rationale

Our curriculum is designed to ensure Reading is at the heart of all subject areas. Wythenshawe is in the top 20% of deprived areas in England and the number of children that receive pupil premium funding is almost double the national figures.

'Good literacy skills provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. Yet despite our best efforts, a disadvantaged child in England is still more than twice as likely as their classmates from more advantaged homes to leave primary school without reaching the expected levels in reading and writing.' (EEF KS2 Literacy Guidance) This statistic has been at the forefront when designing our Reading Curriculum, we aim to tackle the effects of deprivation and ensure that all children become readers and we combat this worrying statistic. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.

Early reading is prioritised in EYFS and KS1. It is underpinned by a coherent and systematic phonics scheme which is taught daily. Our school delivers *Read Write Inc.* to all pupils in EYFS and KS1 and children in Year 2, 3 and 4 who rapidly need to catch up. Struggling readers in Year 5 and 6 follow a 'Fresh Start' programme.

### In *Read Write Inc.* pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they have read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words

- Acquire good handwriting
- Learn how to work effectively with a partner to explain and consolidate what they are learning.

Reading for pleasure is modelled by adults across the school and as children progress and become fluent readers they graduate onto the Accelerated Reader programme at the end of KS1 and into KS2. This closely matches their ZPD (zone of proximal development) so that books are matched to the child's chronological age.

At SS John Fisher we use RAMP (reading and modelled practice) to teach the children key reading skills.

During **RAMP** sessions pupils are taught to:

- Activate prior knowledge
- Make predictions
- Reflect on grammar used by author for purpose
- Record and retrieve information
- Infer with evidence
- Clarify words in context
- Summarise and sequence main ideas
- Make comparisons within texts
- Reflect on what they have read.

All children in KS1 and KS2 have these whole class Guided Reading sessions that focus on key texts. The school is beginning to develop cross-curricular links in these sessions.

SS John Fisher has a school library which has a wide range of reading materials. All classes are timetabled once a week for a library session. Our school library has a 'buzz' about it and the children love using it in their spare time.

## 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. We group pupils homogeneously, 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 and KS2 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 implements 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. They 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 – 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; they 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.

Our aim is for pupils to complete the phonics programme as quickly as possible. As our children progress and become fluent readers they graduate onto the Accelerated Reader programme. The children take a STAR reading test to determine their chronological reading age and ZPD. The Zone of Proximal Development is a range for the children to read within, it means children can read their texts with confidence. We celebrate reading for pleasure in school and encouraging the children to read carefully and understand what they have read. Once the children finish a book they quiz on it to test their understanding and comprehension skills. We have a whole school 'Accelerated Reader' rewards chart in school to promote good readings skills. This is also celebrated in our golden assembly. The children's reading is closely monitored using the STAR reading assessments, these tests are taken every 6 weeks and teachers use the data to monitor progress and plan specific next steps. 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 is a key strategy used during the session to ensure it is accessible for all children. KS1 apply the RAMP key skills on one piece of text throughout the week. **KS2** use the all RAMP skills on a daily basis, using a range of extracts and texts. The children are taught

explicit grammar lessons to cover skills set out by the National Curriculum. The children have a reading journal to record their thoughts. Monday's session is used to expose children to different genres; all children use the RAMP model to explore different texts and extracts.

## IMPACT

*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 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 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 Language and Literacy programme. Exceeding Year One readers use Accelerated Reader in Autumn Term Two. Tests are taken half termly to monitor the children's reading levels and data can be analysed by class teachers, the reading leader, 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.

The reading assessment tracker alongside the curriculum tracker is used to record the progress that pupils are making in terms of knowing more, remembering more and being able to do more at the end of each academic year. This will record whether the children are working towards the age related expectations, at the age related expectations or exceeding the age related expectations.

These judgements will be quality assured by subject leaders using first-hand evidence of how pupils are doing, drawing together evidence from pupil interviews, observations of tasks, reading tasks, Friday Flicks and discussions with pupils about what they remembered about the content they have studied. Internal reading moderation takes place at the end of EYFS, KS1 and KS2 to ensure a consistent judgement across the school. Teachers meet with colleagues, team leaders and subject leaders to discuss and compare judgements. We listen to the children read and look at the children's reading diaries. We look at their reading journals from class and have discussions with both the child and teacher to ensure our judgements are accurate and consistent. External moderation takes place in EYFS.

These judgements will inform the curriculum and whether children are ready for the next stage of their education.