

READING CURRICULUM POLICY

At St James Primary School, we have aspirations for every single child to succeed. Through our Christian vision we thoroughly believe that all children have the potential to thrive regardless of their starting points, personal context and characteristics. Our children learn through a supportive and purposeful curriculum, linked tightly to national curriculum objectives, that demonstrates that "With God there is no limit to what you can do. There is no obstacle you can't overcome. Through Him all things are possible." (Matthew 19:26) Our staff are committed to developing a love of learning, whilst developing the skills and values to support the all-round development of every pupil. St James C of E Primary School is a special place where we dream, believe, learn and achieve.

Our overarching aim for English at St James's Primary School is to promote high standards of literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for pleasure.

To promote high standards of literacy, we aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences modelled in their reading.
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas, supported with evidence from the text
- are competent in the skills of speaking and listening, asking and responding to questions and participating in discussions, demonstrating understanding of what they have read. Reading feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is our aim that, by the end of their primary education, all pupils at St James's Primary School are able to read fluently, and with confidence, in any subject.

Intent

We promote high standards of English by encouraging pupils to develop a love of reading, writing, speaking and listening, so that they can communicate effectively for the rest of their lives. It is our intention when teaching the English curriculum that our pupils acquire the necessary knowledge, skills and understanding to become lifelong learners. We ensure that all pupils achieve their full potential in reading, writing, speaking and listening, spelling and grammar. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination.

English is a core subject of the National Curriculum and a second language for many of our pupils. We understand that English is a prerequisite for educational and social progress as it underpins the work undertaken in all other areas of the curriculum. The acquisition of language skills is of the utmost importance and therefore the teaching of all aspects English is given a high priority within our school.

Pupils at St James Primary School will leave Year 6:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- understanding a range genres and media types;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing imagination, inventiveness and critical awareness;
- having a suitable technical vocabulary to articulate their responses.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2012).

The new English programme of study (2014) is based on 4 areas:

- Spoken language
- Reading – word reading, comprehension
- Writing – transcription, spelling, handwriting, composition
- Spelling, vocabulary, grammar, and punctuation

The new National Curriculum is divided into 3 Key stages: - Key Stage 1 (Years 1 and 2), Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Long term memory

Knowledge empowers and nourishes children, it belongs to the many, not the few. A knowledge rich curriculum has the power to address issues of social disadvantaged and leaders at St James CE Primary have high ambitions so that all pupils can take full advantage of opportunities, responsibilities and experiences in later life.

Learning can be defined as alteration in long term memory, with this being the case leaders have implemented strategies taken from cognitive science to enhance and support pupils in the transfer of new knowledge into their long term memory.

Teaching staff have drawn on research focussing on Cognitive Load Theory, and teachers understand that pupils working memory is limited and that new content should be introduced to pupils in small and manageable steps to avoid overloading the working memory.

Research from Oliver Caviglioli has also been considered and leaders utilise strategies of dual coding to support pupils in integrating new knowledge into long term memory. By providing simple images to pupils when new content is introduced they can use both visual and auditory strategies to process the information, forming a greater link with long term memory. Spaced retrieval is also a strategy employed by teachers to enhance pupils retrieval and in turn secure knowledge into long term memory. Lessons typically begin with a daily retrieval opportunity and additional retrieval sessions are planned over the year.

Learning is a long term process and teachers utilise four main strategies to support pupils in being successful and confident learners. The agreed strategies are:

- Knowledge organisers (Topic and Science)
- New content in small, manageable steps
- Images to support new learning
- Spaced retrieval

Reading

Our ultimate intention is that every child will learn to read regardless of their background, needs or abilities. We continually strive for our children to become confident, fluent and independent readers with high levels of enjoyment, understanding and comprehension. We intend to provide all children with phonological understanding to read words accurately. Children who have not yet grasped the phonics code by the start of Key Stage 2 take part in regular phonics interventions tailored to their needs, following on from regular assessments.

At St James we inspire an interest in words and what they mean to enable children to develop an increasing oral and written vocabulary. We ensure all children read widely and experience a range of genres in stories, poems, rhymes and non-fiction, to support vocabulary, language comprehension and foster a continued love of reading.

Leaders have carefully planned and sequenced the curriculum so that there are clear end points for what pupils will be able to know and do at key points. There is daily discrete teaching of reading across school through Read Write Inc, through our own model of Whole Class Guided Reading and through our Reciprocal reading Units. These lessons enable teachers to teach the skills of reading in a logical

progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills. For vulnerable pupils, including those with Special Education Needs, the curriculum has been adapted to ensure the curriculum contains the content that leaders have identified as most useful.

St James CE Primary follows 'Read, Write, Inc' for the teaching of systematic phonics from the beginning of Reception. Children have daily sessions for the discrete teaching of reading and phonics and children have phonetically decodable books to overlearn and consolidate phoneme-grapheme correspondences. For further information see the schools Early Reading policy.

Implementation

English and guided reading lessons provide the structure, which enables reading to be explicitly taught.

The role of the teacher is:

- To foster a love of reading as an enjoyable, stimulating and worthwhile activity;
- To follow the school's English policy with the aim of helping pupils to become independent readers;
- To ensure that children read books of an appropriate level of challenge;
- To provide regular opportunities for children to read for pleasure;
- To model the value and enjoyment of reading through whole class reading of a shared text;
- To model the act of reading through shared reading;
- To provide focused support through guided reading;
- To assess the pupil's progress as a reader and provide explicit guidance for their development;
- To create a supportive environment for reading;
- To encourage children to read regularly at home;
- To provide a range of varied reading material in book corners, updated termly using the library service.

Teachers have a good subject knowledge and are kept up to date through professional development and personal reading.

Reciprocal Read units.

Reciprocal units of work are planned around a high-quality text. These units of work equip children with the skills needed to be a confident, independent and fluent readers. They incorporate shared reading whereby the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are taken straight from the English Intent and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The teacher's role is that of the expert reader who models how the text is read. Some of the skills and knowledge children gain are to predict, clarify, summarise, infer and question. The texts selected are rich, challenging and beyond the current reading ability of the majority of the class.

Guided Reading

Key Stage 2

In daily Guided Reading sessions, the responsibility for reading shifts to the learner. The teacher structures reading tasks with pupils through Whole Class Guided Reading. The model we follow for Whole Class Guided Reading has been designed specifically to cater for the needs of our pupils. The Whole Class Guided Reading timetable uses a range of resources taken from Pixl and adapted to suit the needs of our children. These lessons provide a range of reading opportunities including paired, individual, whole class and teacher led. The children are given the opportunity, through these sessions, to explore rich and powerful vocabulary and to answer a range of question types about the text. This learning is recorded in Whole Class Guided Reading exercise books. Texts are selected from the Reading for Pleasure Spine or from the Reading Intent. The texts selected are books that will promote a love of reading and that explore a range of themes and issues.

SEND children who have not yet grasped the phonetic code are provided with specific phonics teaching during Whole Class Guided Reading, by trained phonics teachers who follow the RWI programme.

Key Stage 1

Reading strategies are taught daily in Key Stage 1 through both RWI and a whole class approach to guided reading.

In Year 1, each session starts with a recap of green words and alien words. Then, through the repeated sharing of texts from the Reading for Pleasure Spine, the children explore new vocabulary and learn to comprehend through retrieval questions, inference questions and summarising. Teachers model the skills and show the children how to answer the questions through further modelling before the children then go

and apply these skills in a written context themselves. Each session ends with a 60 second read in order for children to work on their speed and fluency and to apply the skills they have learnt in a new context.

In Year 2, the children follow a similar sequence of reading lessons as above with children using the 3 in 3 materials from pixl as an addition. The children in Year 2 will also access chapter books during the Summer Term to prepare them for Key Stage Two.

In both year groups children in the lowest 20% will receive phonics interventions during whole class guided reading, in order to secure their phonics acquisition, ensuring they are able to decode before we work on their fluency and comprehension.

EYFS

In the Early Years we place a huge emphasis on the enjoyment of reading. Each week we carefully plan activities through quality texts, rhymes and poems and ensure that the texts link to the seven areas of learning.

Reception take part in a daily book vote, where they vote for the book they would like read to them at storytime. They have a weekly reading challenge to complete during the provision and take part in daily RWI sessions.

In Nursery and Little Saints the children have regular story times where they can choose the books read by the adults or on occasions the adults might choose. There are also plentiful opportunities within the provision to share stories, rhymes and fiction and non-fiction with the children. Nursery children have a daily phonics session and the provision has a variety of texts to explore the different areas of learning.

The EYFS are part of the reading for pleasure spine. We are aware of the importance of children having books re-read to them on numerous occasions therefore the books from the spine are read repeatedly until the children are joining in with the story and retelling it to their peers.

Reading for Pleasure

We place a huge emphasis on reading for pleasure. Reading is not restricted to English lessons. Many opportunities are provided for pupils to practise and extend their reading in other subjects and during reading for pleasure time which is specifically timetabled for each class, each day. We have a Reading for Pleasure Spine in school with a range of carefully chosen texts which the teacher shares with children each day to foster that love of reading. Every classroom in school has a book corner stocked with a variety of texts including fiction, non-fiction, texts from different cultures and poetry where children are invited to read and enjoy stories together. The books in these areas are supplemented by books from the School Library Service which are changed each term and relate to our current topics in History/Geography or Science and include a range of new fiction texts for the children to enjoy.

Teachers ensure that there is flexibility in curriculum planning so that any gaps in pupils' knowledge, that may hinder their capacity to learn and apply new content, can be addressed swiftly. Pupils who are behind age related expectations in reading are provided with opportunities and resources to support their learning of reading skills necessary to accelerate their progress. This may take the form of an additional intervention, targeted teaching or bespoke resources. Teachers use a summative assessment system called 'PiXL' which enables them to identify if pupils have retained the intended knowledge and skills.

1-1 Reading

1-1 reading takes place weekly with a teacher, as a minimum, for the lowest 20% of children. EHCP and LAC children read daily with an adult. All other children will read on a 1-1 basis at least once a half term with a teacher. This is in addition to daily phonics sessions in EYFS and KS1 and daily whole class guided reading sessions.

Impact

We have a process of monitoring to ensure high standards are being met and good progress is being made and this includes, observations, listening to readers across the school, pupil voice, performance management and learning walks. Teachers make termly judgements for each pupil against year group expectations and bring this information to Pupil Progress meetings, alongside updates on intervention groups. We report the standards for individual pupils at the end of Reception, Year 2 and Year 6 and for pupils in Year 1 who take the Phonics screening check.

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