

# Curriculum Statement – Reading

At The Littletons, our whole curriculum is underpinned by our school vision:

“Just as God has created every individual with unique talents and skills, our school community provides a nurturing and inclusive environment, where everyone is encouraged to explore their individual creativity and to confidently use their talents in order to achieve their God given potential and to make the world a better place.”

Our curriculum links to the National Curriculum requirements.

Intent:

# ENGLISH READING



We love reading and exploring different types of book.

We can break words down to help us read them.



We learn about vocabulary through stories and texts.

Through our curriculum design, we aim to equip our children with the skills to become proficient readers. At the heart of everything we do is our goal to extend the children's understanding and use of language as we recognise how this improves the life chances of every child as they grow into adulthood. Through the variety of stories and texts that we study, we want our children to have a love of reading whatever their ability; to use reading skills to decode and comprehend and to talk to others confidently about what they have read.

We understand what we are reading.



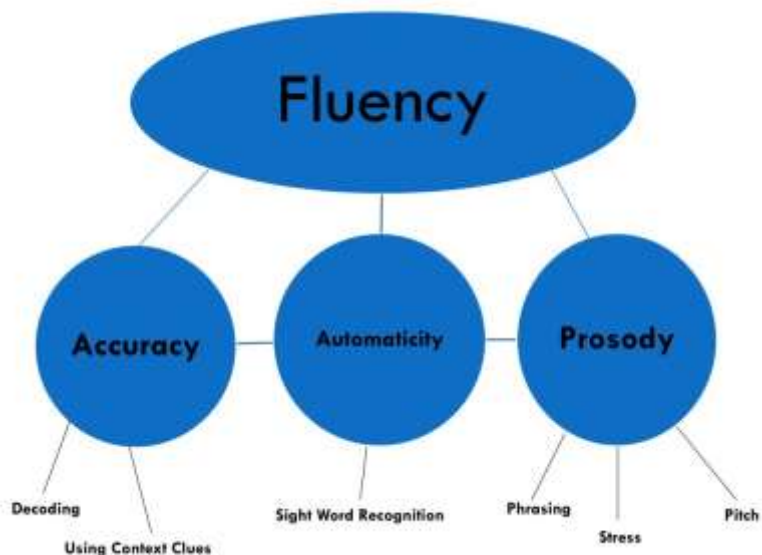
We read fluently and with expression.

We can talk to others about what we have read.

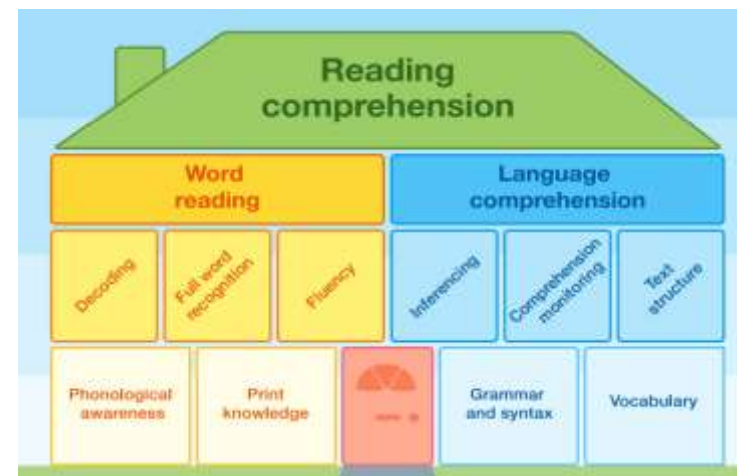


## Implementation:

Our Reading Curriculum is based around the EEF's **Reading House** which demonstrates how language comprehension and word reading combines to help each child to become a competent reader. We also focus on developing a love of reading which we nurture through a variety of initiatives.



We also focus on developing reading fluency and vocabulary.



The English curriculum is broken down into units for the whole year. Staff follow the long term plan for their classes.

## WORD READING



**Early Years/KS1:** The children use the Read, Write, Inc scheme to learn the phonic code so that they can begin to read simple words and sentences. This is delivered in small, differentiated groups so that each child receives the right work for them to make progress. This scheme ensures that each child reads a book that matches their decoding level. In Reception, we expose them to the first 44 sounds by Christmas which are then revisited and consolidated alongside new learning. We also use activities to develop pre-phonics skills in our Nursery. All children complete the scheme to ensure that they have been taught all of the sounds needed to decode fluently.

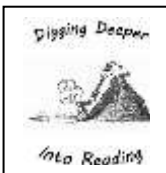
We also use Action Words, which is a scheme based on whole word reading, alongside a phonics approach across Reception and in small intervention groups. This helps children, who need additional strategies to learn to read, to develop a bank of words that they know by sight.

## LANGUAGE COMPREHENSION



In Reception and KS1, children use the Talk for Writing approach to learn stories off by heart which helps to embed text and sentence structure. It also gives them a secure introduction to story language. Oral questioning is built into daily reading activities as it is important to not formally assess comprehension until children can read fluently. They are introduced to the reading skills symbols for their year group during reading sessions.

As children complete the Read, Write, Inc Phonics programme, they move onto RWI Comprehension which explicitly teaches comprehension skills using texts at the correct reading ability for the children.



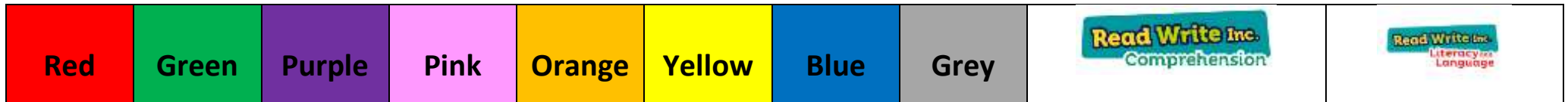
**KS2:** Reading activities are embedded within each English unit. These are taught using our 'Digging Deeper into Reading' approach which teaches reading skills within a familiar text. This also encourages the children to use what they have learnt from their reading sessions in their writing.

Below are the reading skills for each year group.



In Reception and KS1, children are introduced to key narrative symbols, through the Black Sheep programme, to start their understanding of comprehension.

## Read, Write, Inc: Reading Stages



## Developing a love of reading



Throughout the English scheme of work, a range of texts are chosen ensuring that the children are exposed to a breadth of significant authors. These include modern authors such as Julia Donaldson and Michael Morpurgo alongside writers such as Ted Hughes, J.R.R. Tolkien and C.S. Lewis. There are also opportunities to link books with other curriculum topics.

In KS1 and KS2, the children receive a **Book Club** session each week where they get to recommend books to others and take part in a range of reading for pleasure activities. Books are shared daily with children in EYFS and KS1.



We are also supporting the children to work towards their Blue Peter Book Badge which is awarded when you send in information about your favourite book.



- In Reception, children take home a Reading for Pleasure book to be shared with an adult and then, when they can blend, they take home a book that is matched to their phonic ability. In Year 1, children take home their Read, Write, Inc book and a Reading for Pleasure book. In Year 2, children take an ORT book and then move to short chapter books unless they are still on the RWI scheme.
- In KS2, children receive a Recommended Reading card which suggests books for them to read during the year. They include traditional, classic stories, modern, contemporary titles and books which have global themes such as being a refugee and living in wartime. There are spaces for the children to record their own reading as well. This scheme aims to introduce books to children which they wouldn't normally choose for themselves. They are also chosen to help them develop a rich vocabulary.

# Reading Spine



**Reading to the children is vital.** We have a core set of stories and poems for each year group which are often re-read to enable children to become familiar with important stories.



Children take part in a variety of national reading events such as World Book Day, Roald Dahl Day and National Poetry Day. We aim to take children to the theatre every year so that they can see plays brought to life on stage.



During the year, the children take part in two poetry festivals where they learn a poem by heart as a class. This develops their understanding of poetry styles and improves their vocabulary.



We have Reading Champions in school who take part in paired reading, whole class buddy reading, judging the school book awards and choosing new books for class book corners and the library.



For those children who have additional needs, we offer a variety of interventions such as phonics catch-up programmes, Bridging the Reading Gap and precision teaching.

We have invested in a speech therapist who works in school for half a day each fortnight to work with whole classes, small groups and individuals on narrative language and developing a culture of good speaking and listening across the school.

## Impact:

**By the time children leave The Littletons, we expect them to:**

- Love books and enjoy exploring a variety of different types of text.
- Be proficient readers who use a variety of strategies to read unfamiliar words.
- Use a variety of skills to understand what they are reading so that they can engage in discussions about what they have read.
- Understand and use an extensive bank of vocabulary.
- Read fluently and with expression.
- Be able to talk about some of their favourite books that they have read or studied while at school.

**Children's learning will be assessed through:**

- Phonics assessments
- Observations made by the teacher/TA in lessons such as reading groups, whole class sessions, discussion activities
- Work produced in reading sessions
- Phonics Screening Check in Y1
- End of term assessments in Y2-5