

Reading Curriculum



At St Mary's, Reading and the teaching of Reading is the foundation of our creative curriculum. Our main aim is to ensure that all children become primary literate and progress in the areas of Reading, Writing, Speaking and Listening so that they can access the full curriculum offer. Teaching children to read confidently, for information and for pleasure is the most important thing that we do. We have high **aspirations** for all our children and it is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. We have ensured that our inclusive curriculum meets the needs of all learners, including those with SEND.

Leaders prioritise reading and have invested in the leadership of this subject by employing experienced federation AHTs to work collaboratively across the organisation in a coaching capacity. They have utilised the range of experience and expertise to design an exciting, sequential, Reading curriculum that is driven by high quality diverse texts and progressively builds knowledge, understanding and skills. Strong links are made across all curriculum areas to ensure knowledge does not sit in isolation. Meaningful links with other subjects are made to strengthen connections, enable a deeper understanding of vocabulary and allow opportunities for our pupils to transfer knowledge and language across curriculum areas, thus enhancing communication, language and literacy across the curriculum.

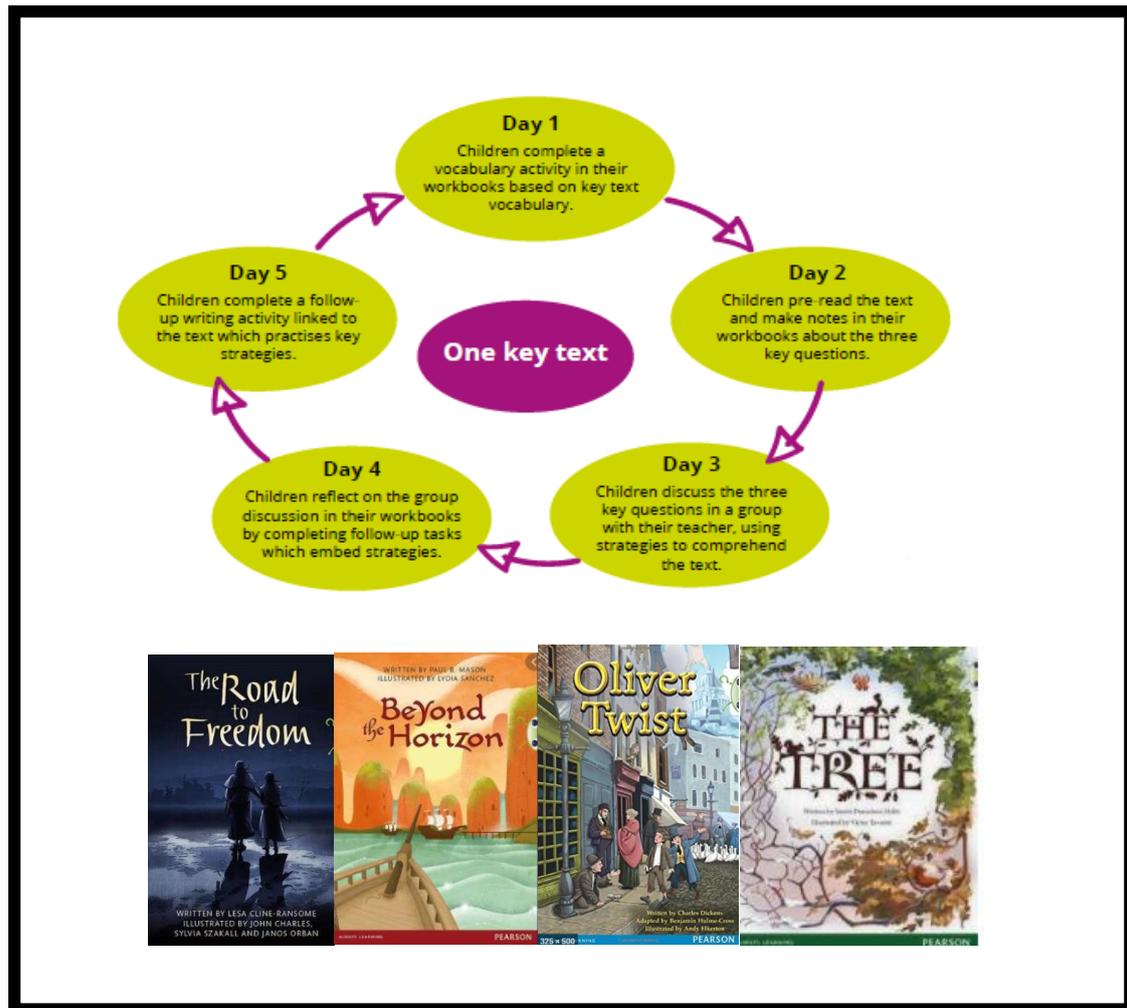
Our bespoke Reading curriculum is just as ambitious as the National Curriculum and focuses and consists of three dimensions:

- **word reading**
- **comprehension (both listening and reading).**
- **Reading for Pleasure**

We have worked alongside a Literacy Consultant to choose a literature spine from Nursery to Year 6 which includes a range of fiction, non-fiction and poetry. These culturally **diverse** texts and authors have been chosen to reflect the unique cultures and experiences that reflect our St Mary's family. We recognise our children will benefit from rich cultural experiences such as residential trips in Year 6 and trips to museums and theatres which are carefully planned across all curriculum subjects to support the background knowledge and vocabulary our children need to support their reading comprehension and vocabulary. Vocabulary and knowledge are both taught explicitly within our guided reading lessons.

By the end of Key Stage One, our children will already be successful, fluent decoders through the delivery of consistent high quality, systematic synthetic phonics teaching from EYFS until the end of KS1 (following the RWI programme). They understand that they use their phonics knowledge as the first tool when tackling new words in reading and writing. They will also have a

growing understanding of text meaning which will be further developed during Key Stage 2. From Year 2 upwards we teach Guided Reading daily.



A wide 'diet' of reading is provided for our children, including whole class, guided reading, shared reading and individual reading. We consider storytelling and the sharing of stories to be the key in developing the enjoyment of reading as well as modelling fluent. Therefore, each class from Nursery to Year 6 has a daily story time or class novel.

We want our children to have a love of literature and understand how authors can **inspire** them in the future. To do this, each term we invite an author to our school and hold reading events such as book fairs and competitions.

Early Reading/Phonics



At St Mary's, we use the Read Write Inc (RWI) programme to get children off to a flying start with their phonics and reading. RWI is a method of learning centred around letter sounds and

phonics, and we use it to aid children in their early reading and writing.

Using RWI, the children learn to read effortlessly so that they can put all their energy into comprehending what they read.

When using RWI to read the children will:

- learn 44 sounds and the corresponding letter/letter groups using simple picture prompts
- learn to read words using Fred Talk
- read lively stories featuring words they have learned to sound out
- show that they comprehend the stories by answering questions.

When using RWI to write the children will:

- learn to write the letters/letter groups which represent 44 sounds.
- learn to write words by saying the sounds in Fred Talk
- write simple sentences

The Read Write Inc Website has some great tutorial videos to help you understand how Read Write Inc works and how you can support your child at home:

- [Parent Tutorial](#)
- [Sound Pronunciation Guide](#)
- [Free eBook Library](#)
- [Lots more Parent Tutorials that can support the teaching of sounds can be found by clicking here](#)

Reading National Curriculum Programme of Study.

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and

often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Reading Assessment

There are National Assessments in Year 1, Year 2 and Year 6.

In Year 1 your child will sit a **phonics assessment** to identify which phonic patterns your child can recognise and read. The results of this test will be reported in your child's end of year report.

In Year 2 your child will have their first SATs assessment. The tests in Year 2 consist of a set of assessments conducted by your child's class teacher along with two reading papers.

In Years 3, 4 and 5 your child will be formally assessed each term using NTS assessments. The results won't be nationally recorded, but they help teachers assess children's progress and are will be reported in your child's end of year report.

In Key Stage 2 in year 6, aged 11, your child will sit further Nationally reported SATs tests. These SATs tests are more formal and consist of timed papers in Reading, Writing, Spelling, Grammar and Punctuation and Maths. The papers (with the exception of writing which is marked and moderated in school) are sent away for marking and the results are known before children leave primary school in July. These test results will also be reported in your child's end of term report.

To assess the children's **reading age** we use the NTS Assessments. After the assessment is carried out the results are collated and intervention sessions are timetabled for those children falling below their chronological reading age.



Reading Aloud - Class Novel

Reading aloud is the most important thing that we do and is a frequent and regular part of each school day. It slows written language down and enables children to hear and take in tones and patterns. During this protected time, our children experience and enjoy stories that they might not otherwise meet.

Class Libraries

At St Mary's, we encourage a love of reading whenever we can; children have time daily to read books, and read books that they want to read. Spending time developing the reading environment - book areas, displays, libraries and outdoor reading areas - plays a significant part in encouraging our children to read.

We invest heavily in our class libraries and they are created to ensure our children have regular access to high quality literature. Our only criteria for our class libraries are that it is inviting, attractive, filled with up to date books and, most importantly, used and used daily!

Reading at Home

Green Readers - children are asked to read 5 times per week with their parents/carers.

At school, we encourage your child to read a range of books and talk about the books they read. Both our reading scheme and class libraries provide children with a wealth of texts in different forms, E.g non-fiction books, modern fiction, poetry and key classics. We encourage our children read their home reading books every day and these are discussed and changed regularly by the class teacher and Teaching Assistant. In class children love to read a book and then recommend that book to their friends, which is all part of our relentless drive to building a strong reading culture.

Because reading is a priority in our school, we dedicate time each day to hearing/'teaching' children read on a 1 to 1 basis or in a guided reading group with either the Class Teacher or one of our Teaching Assistants. Children will be moved up through the stages when their teacher feels that they are fluent with the words within that stage and they are confident that the child is making meaning from the text.