

A Curriculum to Inspire @ Mountfields Lodge

CURRICULUM STATEMENT: Reading

Our Curriculum Intent for Reading



The 'drivers' around which our curriculum is centred, without any subject preference or bias, are:

EXPLORE PERSEVERE (BE) INDEPENDENT COMMUNICATE

We want our pupils to develop EPIC qualities and become EPIC learners.

E: We want our pupils to have a love of exploring facts, finding information and developing new skills; we want them to be inquisitive and enquiring.

P: We want them not to give up at the first hurdle (or even the second); we want them to know that effort, commitment and hard work can pay dividends; we want them to persevere.

I: We want them to learn how to learn; to learn how to pursue lines of enquiry and interest themselves; we want them to develop independence.

C: We want them to be able to tell others, with confidence and clarity, what they know, what they think, what they imagine...we want them to be good communicators.

Whilst our 'Curriculum to Inspire' is based on the EYFS Curriculum and the National Curriculum, we have been proactive in our school by developing a new curriculum which inspires our children to learn and is relevant to their needs now - and in the future. We have tried to balance the 'have to' aspects alongside the 'got to' and the 'want to' aspects.

The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education.

The Key Characteristics that we have identified, and that we believe, will make a **GOOD READER** are:

- To have a secure understanding of phonics
- To read independently with fluency and accuracy
- To have an extensive and rich vocabulary so that they can communicate ideas clearly
- To have excellent comprehension skills
- To develop the habit of reading widely and often, for both pleasure and information
- To show that they can persevere with challenging texts
- To have an appreciation of our rich and varied literary heritage

Reading is a crucial skill. Therefore, we endeavour to ensure that children develop a positive and enthusiastic attitude towards reading which will stay with them.

Our Curriculum Implementation for Reading

At Mountfields Lodge School our approach to the teaching of Reading builds on a secure foundation of phonics.

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

- Reading words accurately
- Understanding Texts (both listening and reading)

EYFS

Implementation – EYFS Reading

A systematic and consistent approach to the planning and teaching of Phonics is used across FS and KS1, using the most effective elements from Jolly Phonics, Letters and Sounds and RML methodology. This approach gives each individual phoneme/grapheme a clear identity and equips children with the skills to blend and segment. (Appendix 1-Overview of Phonic Phases) Phonics lessons take place every morning in each class. In the Autumn term two groups are created to differentiate according to acquisition of sounds and ability. In the EYFS children are immersed in quality texts and have texts read to them each day. Reading is embedded by maximising every opportunity for children to practise recently taught sounds and use reading skills, such as, orally blending or playing games such as searching for tricky words. Often tasks or activities are based on stories and some stories are learnt using Makaton signing. Children take home 'Class Library Books' – from the book box and colour-banded reading books that are linked to the sounds that they are currently learning. Children who are not making the expected progress in phonics, only have a phonics phase reading book. All children read with an adult at least once a week and are expected to read at home as often as possible.

KS1

As in EYFS, reading is recognised as an important part of most lessons. English lessons are built around reading and exploring quality texts together to practice phonic skills and develop reading comprehension. Synthetic phonics is taught daily and builds upon Early Years teaching.

Children are taught primarily in their own class with some children taught in smaller focus groups to revisit sounds not yet acquired. A meeting in the Autumn term informs parents of our approach. Children have phonics homework on a weekly basis focusing on the sounds they are learning in class. Children requiring extra support, read more often and have additional interventions such as precision teaching.

Children have reading books that are matched to their phonics phase until they are secure at phase 5. They will then read books from a range of reading schemes. All of these books are book banded in order to ensure progression and children work through the book bands systematically. Once children are reading lime books confidently, they are encouraged to read more widely from the Year 2 library.

In Year 1 children read individually to an adult at least once every two weeks. Children are encouraged to change their books regularly and all children are expected to read at home. Reading diaries record communication between parents and staff. Bookmarks are given to parents informing them of expectations for each book band and suggestions of how to support the child).

Guided reading takes place regularly in KS1. Y1 usually begin guided reading sessions in second half of Autumn term. In Y2 children read in a guided group at least once every 2 weeks.

These small group sessions are taught by teachers and teaching assistants and have a specific focus e.g. decoding or comprehension.

Independent Reading

Children read independently in class. For Year 1 children this is 2 or 3 times a week while in Year 2 children do a reading activity every day. These reading activities include:

- Taught comprehension sessions (once per week) e.g. inference from a picture or text.
- Reading for pleasure e.g. sharing a book with a friend, bringing in a favourite book from home, comics etc.
- Individual comprehension activities e.g. Y2 comprehension cards.

Teachers read stories to children every day. Quality stories are selected from our Literature Spines.

Year 2s visit the library once a week and choose books to take home to read for pleasure.

Lower Key Stage 2

In Lower Key Stage 2, children build on reading skills developed in Key Stage 1. At the beginning of KS2 there is a shift from primarily teaching phonics and word reading skills to developing reading comprehension skills. Comprehension skills are taught using the eight reading domains from the National Curriculum programme of study. In the Autumn term, children are introduced to the domains so that they understand what they mean and can start to develop the skills and behaviours needed to gain a good understanding of texts. The teaching of reading is planned into English units of work. Units of work are based around using Quality texts. The range of approaches used to teach reading include: whole class teaching in short focussed sessions to practice and consolidate skills (Retrieve, Interpret and Choice (RIC), investigating vocabulary and decoding skills and using drama to investigate characters and events.

Rising Stars Cracking Comprehension resources **are used each week from the Autumn term** through to the end of the Spring term. In the first week, whole class teaching of reading skills is taught using a teaching text and in the second week the pupils apply those skills to answer questions independently about a different text.

In addition to the teaching of comprehension skills, weekly independent reading takes place in each class and home/school reading diaries are monitored by teachers. Books in each class are book banded to ensure to support progression. Every class has regular scheduled time in the school library so that children have access to a wide variety of books.

Children who have not made the expected progress in reading and who have been identified as below their trajectory in regards to meeting age related expectations from the end of KS1, have additional support in the form of extra guided reading and literacy games such as TRUGS.

A class book, usually taken from our Literature Spine, is read with the class every day.

Upper Key Stage 2

In UKS2 children develop their reading skills to gain a deeper understanding of a wide range of texts. This is achieved by making Reading an important part of most lessons. In the first half of the Autumn term, the different reading skills, based on the eight reading domains, are revised and

taught to the pupils. Reading is planned into every English unit work. English units of work are built around using quality texts and clear models for reading and writing. By using this approach, the pupils have repeated opportunities to practise and apply reading skills in a variety of contexts and genres. We ensure that we use a range of teaching and learning strategies when teaching reading within English lessons. These include whole class modelled reading, group, paired and individual reading as well as directed text related activities. Throughout a unit of work, 'Reading with RIC' is used as an important part of our planned reading curriculum. From Autumn 2 through the Spring term 'Cracking Comprehension' is used each week. The teacher models reading skills and shares model answers. Pupils answer questions on an interactive teaching text and follow this with a practice text in which to apply their reading skills more independently

In addition to the planned reading in English units of work, some pupils will have more targeted support in the form of guided reading sessions with their teacher or support staff. These sessions are designed to improve and practice specific weaknesses and take place at least weekly but may take place more often. Furthermore, some children will read with an adult every day in order to develop fluency and accuracy in word reading and to improve their comprehension skills.

A class book, usually taken from our Literature Spine, is read with the class every day.

Enrichment

We celebrate World book day each year and encourage reading through displays, book promotions, book fairs, local library visits and visiting theatre productions.

Our Curriculum Impact for Reading:

Monitoring and Evaluation

EYFS

Children's phonic knowledge is assessed formally on entry and then at half termly intervals.

Children are also assessed less formally within their play.

Comprehension is also assessed on entry. Children are also explicitly taught good listening skills, which we feel helps to support good reading and comprehension skills.

In KS1 reading is monitored and assessed through ongoing teacher assessment in whole class and group reading sessions using phonic assessment sheets and the LPAP reading bands sheets. These contain the KPIs and other reading objectives for each year group based on the National Curriculum. Formal assessment of the pupils' progress in phonics takes place in the Autumn 1 and Autumn 2 and in the Spring and Summer terms.

Regular summative assessments are made which states whether the pupil is working towards, working at or working at greater depth in reading against the age related expectation. This data is monitored to track pupil progress and trajectories for individuals, groups and cohorts.

In KS2 Rising Star Progress in Reading comprehension tests are used to help teachers make a judgement about a pupil attainment. These tests help teachers to monitor class and group strengths and weakness against the reading domains and to help identify individuals or groups who require additional support in reading.

We use National EYFS, Y1 Phonics check, Y2 and Y6 data as our benchmark using this to make judgements of our successes and identify our 'next steps'.