



Holy Trinity Church of England (Aided) Primary School

Curriculum Rationale

English - Reading

The Best for Every Child - a Unique Child of God

Reading curriculum intent

It is our intent at Cookridge Holy Trinity to ensure that all our pupils become enthusiastic and motivated readers who have a love of literature and enjoy reading, not just for pleasure, but to gain a better understanding of the world around them. Consequently, reading and books underpin our entire curriculum. We aim to build children's confidence in reading by immersing them in a wide range of genres and text types and give them the skills to decode words in order to read fluently with a solid understanding of what they have read.

Reading curriculum implementation

Our whole curriculum centres around creating the best opportunities for every child and reading is no exception. When planning reading, we follow Chris Quigley Essentials which splits and sequences the curriculum into three milestones (milestone 1 – years 1&2, milestone 2 – year 3&4 and milestone 3 – years 5&6). This structure aims to allow children to deepen their understanding and level of independence within the objectives at each milestone, giving them time to fully embed these skills over two years. (See milestone document)

As a school we believe that the progressive teaching of phonics is one of the most effective methods to create accurate and fluent readers. We follow the 'Success for All' systematic synthetic phonics programme (SSP): validated by the DFE, and provided by FFT. The scheme ensures a rigorous approach to the teaching of phonics and early reading in school. Within the scheme there are specific 'keep up' and 'catch up' pathways and interventions to support children who are falling behind. Any children who do not crack the phonics code by the end of key stage 1 will access the 'Lightning Squad' catch up programme in KS2 which aligns with the 'Success for All' scheme.

Currently, in EYFS and Key Stage 1 children are taught 4 phonics lessons per week. This can be a whole class or in a smaller group for SEN children. The lesson usually follows a 4-part structure:

- Revisit and Review – Revisiting previous learning.
- Teach – The children will be taught a new phoneme/grapheme or a new skill.
- Practise – The children will read and write the phoneme in a variety of words.
- Apply – The children will read/write applying their learning.

Work is completed in phonics books at tables. EYFS children will also take home a phonics book which explains the week's sounds in for parents and carers to keep up-to date with their in-school learning. Phonics displays should be evident in every classroom across school and staff have all received up-to date phonics training as of March 2022.

All reading books in EYFS and Key Stage 1 have been carefully organised to complement the different phonic phases creating a reading experience for the children which matches their phonic ability. Children will read a 'shared reader' as part of the phonics scheme. These books are read at home and in class and allow for guided reading skills to be taught alongside fluency. They will be complimented with additional books that support the sounds being learnt and promote wider interests.

Once children have completed lime+ level on the reading scheme, the majority are then deemed 'free readers' and can choose a book of their choice from a selection of age appropriate texts. They will still record their reading in the reading record book or homework diary and in KS2 one comprehension question will be stick in and answered each week. These records are monitored by staff in school.

We have high expectations of reading throughout school. All year groups, including EYFS, use a text-based approach to all our topics, ensuring all children are exposed to a wide variety of text types, authors, genres and reading experiences all aimed at improving their fluency, comprehension and love of reading. Guided reading is linked to the class text, where appropriate, and sessions are taught between 2 and 4 times a week, depending on the year group. During these sessions' children have the chance to discuss and pick apart texts; answering questions which develop their vocabulary, inference, prediction, explanation, retrieval and summarising (sequencing in KS1) skills, in school we refer to these as VIPERS*. Children also take part in 4 fluency sessions a week. These 15 minute sessions are aimed at improving reading stamina and oracy skills through repeated modelling and shared reading.

Reading for pleasure is encouraged and fostered at Holy trinity and we aim to provide children with access to a range of challenging and enriching texts; children have the opportunity to visit our well-stocked library, there is a reading shed on the playground and the library has topic boxes which teachers can use to supplement reading linked to their specific History or Geography topic. Each classroom also has a library area and children are given opportunities to choose and read books of their choice during the school day. Furthermore, teachers regularly read aloud to the children and older children act as reading buddies for the younger year groups. (paused due to Covid-19 restrictions) For children who are more hesitant readers in KS2, we use Beanstalk readers as a means of boosting their confidence and enjoyment of reading.

Reading curriculum impact

Teachers are continually assessing the impact of the curriculum through observation and discussions with pupils and colleagues. The impact is monitored through the school assessment systems including the FFT reading assessment to monitor progress in phonics, Depth of Learning and discussed at termly pupil progress meetings. Changes are swiftly implemented if we believe that a novel or teaching strategy is not having the desired impact on pupil progress and attainment. In recent years we have been very proactive in adapting our reading curriculum to meet the needs of our children. Appropriate interventions are also put in place for any child who is not making the expected progress.

By the time children leave Holy Trinity, they are confident, fluent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. They can also read books to enhance their knowledge and understanding of all subjects on the curriculum, and communicate their research to a wider audience.