

## Reading Curriculum

### Reading vision statement

At Sunnybrow Primary School, we want our pupils to develop their fluency in reading and provide opportunities for them to develop their vocabularies so that they are more-able to access a wider range of texts and expand their horizons to a world outside of Sunnybrow.

As a result of this, we make reading a priority in school and immerse our children in a reading rich environment and expose them to a wide and varied reading experience.

As a school, we understand the pressures of social deprivation and the impact this can have on resources at home and the scope that families have to effectively support the many aspects of school life. In recognition of this, we strive to ensure that all children have access to a high quality literacy experience that will enable them to reach their full potential while at Sunnybrow Primary and prepare them effectively for the next stage in their educational journey.

We want children to enjoy reading the wide range of texts that they experience at school. By guiding children to reflect on the texts they have read in terms of their own likes and dislikes we feel that children will become more able to select their own texts more effectively in the future which will help in fostering an enjoyment of reading.

We also want our children to see that reading has a purpose, that it is an important life skill and that an ability to read will serve them well and improve their life chances. As part of this, we want the children to understand that reading isn't always from a book. They can read newspapers, comics and blogs among others.

### Intent

By the end of their time in each class, the key information and skills that we want children to have and apply is as follows.

#### Class 1

Pupils should be competent in recognising and using the sounds in Phase 4 of Letters and Sounds. They should be able to use this knowledge to read simple sentences. Children should be able to understand the simple sentences that they have read.

#### Class 2

Pupils should continue to apply their phonic knowledge until automatic decoding is embedded and reading is fluent. Children will be able to accurately read words of 2 or more syllables (using graphemes taught) and common exception words. Read should be quick and accurate without overt sounding and blending.

Children will listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that which they can read themselves. Children will be familiar with and can re-tell a range of stories, fairy stories and traditional tales. Children should be able to discuss the sequence of a story. Children should be able to identify simple recurring literacy language. They should also be able to clarify the meanings of words and link new meanings to known vocabulary. When reading, children should show their understanding of the text by checking that the text makes sense, making inferences based on what is being said and done, answering and asking questions and making predictions based on what has been read so far. Children should be able to explain and discuss their understanding of their reading.

#### Class 3

Pupils will be able to apply their growing knowledge of root words, prefixes and suffixes to read aloud and to help them understand new vocabulary. Children will be able to read common exception words.

Children will become familiar with, listen to and discuss a wide range of books including: fairy stories, myths and legends, books that are structured in different ways, fiction, non-fiction, poetry and plays. They will discuss words and phrases that are used to capture a reader's interest and imagination. Pupils will be able to check that a text makes sense and discuss their understanding. Pupils will make inferences such as the feelings, thoughts and motives of characters based on their actions and they will be able to justify these inferences with evidence from the text. Predictions on what may happen will be made based on the details in the text that are stated and implied. Main ideas will be identified from more than one paragraph and the children will be able to summarise these ideas. Children will be able to identify how language, structure and presentation contribute to meaning.

#### Class 4

Pupils will be able to apply their growing knowledge of root words, prefixes and suffixes to read aloud and to help them understand new vocabulary.

Children will continue to read and discuss an increasingly wide range of poetry, fictions, plays, non-fiction and reference books / text books. They will be able to read books that are structured in different ways and read for a range of purposes. Children will become increasingly familiar with fiction from our literary heritage and books from other cultures and traditions. Pupils will be able to make comparisons within and across books. They will also be able to identify and discuss themes and conventions. Pupils will be able to check that a text makes sense and discuss their understanding and explore the meaning of words in context. Pupils will make inferences such as the feelings, thoughts and motives of characters based on their actions and they will be able to justify these inferences with evidence from the text. Predictions on what may happen will be made based on the details in the text that are stated and implied. Main ideas will be identified from more than one paragraph and the children will be able to summarise these ideas. Children will be able to retrieve, record and present information from non-fiction texts. Children will discuss and debate texts, explain their understanding and provide reasoned justifications for their views.

#### Implementation

Good early reading provision is key. Children need to be given the building blocks to become competent readers and this must be embedded early; good quality phonics teaching is an important part of this.

Now that we have recently established nursery provision Nursery and we are working with children at an earlier age we are able to address gaps in skills and knowledge and ensure that Phase 1 of Letters and Sounds is thoroughly embedded so that the children are prepared for the Reception class curriculum expectations.

We cover 3 sounds per week in phonics sessions throughout EYFS and KS1. Progress in the Autumn Term in EYFS is sometimes very slow as many children still need to cover aspects of Phase 1 before they are ready to move on to phase 2. We also spend time working on spoken language skills as this is often an area of weakness that needs to be addressed before children are ready for formal phonics teaching.

Phonic teaching and assessment is rigorous. Letters and Sounds is broken down in to what will be taught each term in each year group and attainment and progress is assessed against this. Children are grouped by phonic ability. There is a wide range of interesting and engaging phonic activities with opportunities to practice and apply new knowledge. Targeted Phonics intervention takes place for those who need it. Staff training for phonics is delivered in-house and includes all staff, including those working in KS2.

Exposure to a wide variety of text types is essential, we want the children to experience a range of authors and genres and stories from other cultures. This is very important for our children as many of them don't know what is out there in the world of literature. It would, therefore, be wrong of us to limit their reading experiences in any way and fail in our duty as educators to show them what is available and how positive reading experiences can be.

Literacy lessons are based around a class novel or book which has been carefully chosen. Mapping the Text's Potential activities are completed before we select the books that we want the children to use to ensure that we are making good choices for our teaching. Seven story types are covered in each class with an increasing degree of complexity as the children progress through the school. This enables the children to become familiar with the story type and they can therefore recognise the various features of the story with ease.

Non-fiction materials are also carefully selected. Children are taught how to read and understand non-fiction texts. This will take place through shared reading, as part of a literacy lesson or through foundation subjects.

We have a shared reading approach in each class rather than a guided reading approach. We will directly teach the specific reading objectives from the National Curriculum through a shared text. This may be the class text that is used for literacy, it may be non-fiction or it may be a 'linked text' that relates to the class literacy text. This is an opportunity to teach reading skills to the children and for them to practice and apply their reading skills and knowledge. It also enables class teachers to assess pupil attainment and progress and effectively plan for next steps in the teaching of reading.

The reading schemes that we use for children to take home to practice their reading are matched to the phonic ability of individual children in KS1 and where necessary in KS2. The books that we use are matched to the phases of Letters and Sounds. Higher ability children in KS1 will be given a phonically matched book and a challenge book. Accelerated Reader is used in KS2 children when children are ready. They will read a book from the band that is matched to their reading ability and will be assessed by a brief online quiz.

In most classes, a daily literacy lesson is taught. However, in our mixed Year 1 and 2 class we teach full mornings of literacy and then full mornings of numeracy on alternate days. This is so that the children have sufficient time to learn and practice phonics, handwriting, spelling, reading and still have a literacy lesson too. This is because, historically, we have always struggled to fit everything in while still maintaining quality.

### **Impact**

The main source of impact will always remain the quality and breadth of work seen in pupil's books and the learning environment. We ensure there are always opportunities for application of learning within and across subject disciplines. The impact on our children is clear: progress, sustained learning and transferrable skills.

In lessons you will see that children are engaged and eager participants in reading sessions in school. They respond well to the texts that the teachers have selected for their teaching resources.

As children move through the school, you will see that they increase in confidence and fluency in their reading. They are more-able to use expression when reading aloud.

Children show increasing skill in analysing, discussing and explaining different aspects of texts.

Impact is measured through assessment for learning opportunities and through summative assessments. Teachers use assessment grids that are adapted from the Local Authority model. Statutory Reading Tests are completed as required. These results are measured against the reading attainment of children nationally.

Phonics is regularly assessed throughout the year against Letters and Sounds. At the end of Year 1 pupils will complete the Year 1 phonics screening check. For those children who did not meet the standard in Year 1, they will re-sit the screening check in Year 2.

Judgements on the impact of the curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school. Work and book scrutiny, pupil voice discussions, outcomes of assessments and quality of teaching and learning are all used as tools to help senior leaders assess the impact of the curriculum.