



ST. ANDREW'S READING CURRICULUM

READING CURRICULUM INTENT

Through high-quality teaching at St. Andrew's, it is our intention to nurture well-read, enthusiastic, insightful and knowledgeable readers. It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background. We aim to instil a love of reading in our pupils through our literacy-rich environment, high quality texts and many opportunities to read in English and Reading lessons.

It is our intention that by the time the children leave St Andrew's, they are able to read fluently and with confidence and can recommend books to their peers, have a thirst for reading a range of genres, including poetry, and participate in discussions about books.

Therefore, we encourage and facilitate all children to read widely across both fiction and non-fiction to:

- develop knowledge of themselves and the world in which they live;
- to establish an appreciation and love of reading;
- to gain knowledge across the curriculum,
- to acquire a wider vocabulary, and
- to develop their comprehension skills.

READING CURRICULUM IMPLEMENTATION

CURRICULUM CONTENT & DELIVERY

Children have daily, whole class reading lessons. Our children are exposed to a variety of high-level texts which include poems, non-fiction, fiction, visual texts and song lyrics. We use a variety of reading strategies to ensure we hear every child read multiple times across the week during these lessons, including individual reading, choral reading and echo reading. At times, we encourage the children to also silently read the text independently. The lessons begin with the text, followed by exposure to any new or unfamiliar vocabulary. Children then complete rapid, recall style questions first, followed by partner talk questions, individual thinking and ending on a solo, deeper thinking question. These questions are based on recall, inference, prediction, summary and explanation. Questions are designed to maximise the learning from the text and develop children's comprehension skills.

In addition to this, as we continue to foster the love of reading and books, each class reads at least one class novel per half term. This is chosen from topics, interests of children and new, recently written texts. They are read to the children by the teacher for up to 15 minutes each day and the text is of a higher standard than children may be able to read independently. This is in order to extend children's vocabulary and understanding.

EQUITY FOR ALL

Our high expectations for all mean that all children have free choice of a curated selection of books within the classroom. The expectation is that all children read daily at various opportunities, both at school and home. These books are available to the children all day and kept with them. Our selection of books reflects a wide range of diversity; this is also true of the class novels. To ensure equality for all, children read and are exposed to books about race, religion, gender, disability, cultural differences and periods of time.

Inclusion is an encompassing belief at St Andrew's and we are committed to giving all of our children every opportunity to achieve the highest of standards. We believe that every child deserves the chance to experience success; something we achieve by taking into account pupils' varied life experiences and needs. We offer a broad and balanced reading curriculum and ensure the reading curriculum is accessible for those with disabilities or special educational needs (Special Educational Needs and Disability Regulations 2014). The achievements, attitudes and well-being of all our children matter.

CURRICULUM ENRICHMENT

Phonics

At St. Andrews we believe that ALL children should be fluent and competent readers. We see reading as an essential life skill, that permeates all areas of learning. Being a confident reader goes hand-in-hand with being a competent writer and speller. The Independent Review of Early Reading confirmed that 'high quality phonic work' should be the prime means for teaching children how to become fluent, prosodic and confident readers. For those children who are not age-appropriate fluent readers and spellers and still need Phonics, at St. Andrew's we use Little Wandle Letters and Sounds Revised - a complete Systematic Synthetic Phonics programme (SSP) - which teaches children to recognise letters (graphemes) and their associated sounds (phonemes). The programme was specifically chosen to follow-on from the phonics provision at the Infant School. This keeps consistency and preserves fidelity to the Little Wandle scheme. It ensures that children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move into and through Key Stage Two.

Little Wandle Rapid Catch-up assessments are used to identify the gaps in children's phonic knowledge. Using this data, children are taught in targeted, focused groups in daily 25-minute Phonics sessions using the Rapid Catch-up resources – at pace. Sessions follow our St. Andrew's Blue Print for the teaching of Phonics which has been specifically designed to ensure children quickly catch up to age-related expectations in Reading.

In addition to their daily reading book, children on the Rapid Catch-Up programme will also read a book aligned with their specific phonic phase. This book practises letters and sound learnt in that weeks' daily phonics lessons.

Driving the Early Reading in St. Andrew's is a Phonics Leader, in addition to an English Subject Lead, this person is committed to the delivery of excellence in the teaching and learning of phonics. They are highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the Little Wandle Letters and Sounds Revised programme.

Reading Events

At St. Andrew's, everybody models their love of reading. We enjoy celebrating all aspects of reading - the sharing of new stories, recommended reads with children and staff and sharing books across Year Groups. All children and staff partake in World Book Day each year where we design learning across the school on one text - for example the poetry book, An Emotional Menagerie. Furthermore, we welcome parents and children to access a Book Fair, welcome volunteers in to hear readers and welcome parents and grandparents into school to read with their families.

READING CURRICULUM IMPACT

We measure success in Reading by:

- termly NFER assessments;
- ensuring that all children are fluent, prosodic readers by the end of Key Stage 2;
- they have a love and enjoyment of reading and have 'caught the reading bug';
- equipped with higher order thinking skills, ready for the Key Stage 3 curriculum;
- access life as an adult in a reading world;
- interested in reading further literature.

At St Andrew's, the subject leaders aim is to ensure that all high expectations are being taught across the school. This is managed by learning walks, discussions with children and staff and regular CPD.