



## English Curriculum Statement (Reading)



Our reading intent, implantation and impact is a celebration of the written word in all its forms. Reading is at the core of everything we do at St Laurence's and reflects our whole school commitment to building vocabulary for our learners.

### Intent

At St Laurence's Primary School we encourage a love of reading from the moment our children start nursery. We believe early reading is the bedrock of a child's gateway into a world beyond their own through the pages of a text. We want our pupils to gain a lifelong enjoyment of the written word in all its varied forms. Our pupils can apply a working knowledge of structured synthetic phonics which enables them to decode unfamiliar words with increasing accuracy and speed. We want our pupils to not only read accurately, fluently and with understanding but go beyond this and read with expression, clarity and confidence to challenge what they have read. English at St Laurence's will not occur in daily English, Reading and Spelling/Phonic lessons, but it is embedded within all our lessons and we will strive for a high level of English for all. It is fundamental that our children are exposed to a variety of different text types through a range of subjects. Our reading spine is a celebration of our collaboration with 'Power of Reading' and reflects our commitment to ensuring our students have strong linguistic knowledge of vocabulary and grammar. We hope all students leave with a deeper level of emotional literacy and empathy, who can read fluently with confidence.

### Implementation

#### Early Reading and Read Write Inc.

Specifically reading in terms of Word Reading (Phonics and Decoding/Common Exception Words/Fluency) and Reading Comprehension (Understanding and correcting inaccuracies/ Comparing, contrasting and commenting/Words in Context and Authorial Choice/Inference and Prediction/Poetry and Performance and Non Fiction) are developed through a varied approach and an immersive environment. Every child is taught a range of strategies to support their development to become a confident, committed and independent reader. We plant the seeds of early reading through segmenting, blending and story-telling which then grows across Foundation and Key Stage 1 wherein Phonics is taught on a daily basis. Children are taught using the Read, Write, Inc programme (Please see Phonics documentation)

#### Years 2-6

Once the children have learnt how to read, they can then learn to comprehend and understand the text they are reading. Children are encouraged to use these strategies independently to

understand, enjoy and learn from a range of texts. Through this they will become fluent, expressive readers with the stamina to enjoy challenging texts. Reading takes place daily through literacy lessons, guided read sessions or wider curriculum time. 'Book Talk' is widely encouraged in class across all subject areas which supports children to empathise with characters, share opinions and debate topics. Our carefully mapped bespoke teach, talk text approach ensures that key themes such as the environment, breaking stereotypes, classic narrative and transition, are woven across all year groups and this further enables us to use books as a driver for confronting and exploring key issues (see our thematic road maps). Our Year Group Reading Spines ensure that reading is a key component within the delivery of all subjects.

In addition to this, we introduce daily reading sessions across the school. This ensures that reading is explicitly taught every day and that each group of children has time with their teacher or additional adult, at least once a week. Vulnerable groups are highlighted and receive regular targeted interventions. Our lowest 20% of children receive 1:1 reading for pleasure daily. Our children love this time with an adult and enables them to read for fun a book of their choice which is ability appropriate. Resources to support and enhance these lessons are provided by the English lead, so that all staff feel proficient and skilled in delivering these sessions effectively. We use the Power of Reading to ensure that children are able to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as a range of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins.

Furthermore, we have successfully implemented a guided reading system, where children access a whole class, high quality text at the end of each day. We also deliver guided reading sessions 4 x a week, where children have the opportunity to work in a focused group with the class teacher to further embed their knowledge and understanding of high-quality texts, whilst developing their understanding of vocabulary and a love of reading. We understand like any subject, reading daily and being exposed to text allows to build stamina. We utilise reading in all areas of the curriculum alongside our phonics programme to support children's reading accuracy, speed, and comprehension skills.

Our reading spine feeds into our wider curriculum subjects such as science, history and topic. With our whole school intent of vocabulary in mind we use a traffic light system at the start of a topic. Our teachers identify key words, which link into learning which will take place over that topic. Through rich text pupils are able to see these words in context, which gives them more power over their own language choice. This in turn is reflected upon and utilised for assessment to help teachers improve teaching and learning.

Reading is not only celebrated in classrooms at St Laurence's around school you will find displays which celebrate authors, recommended texts and reading reward schemes. In addition, throughout the school year the importance of reading is enhanced through World Book Day, author and poet visits, parent reading workshops and a range of trips and visits which enrich and complement children's learning.

### SEND & Disadvantaged provision

At St Laurence's we aim to supporting SEND and disadvantaged pupils in reading as this is essential for promoting inclusivity and ensuring all children meet National Curriculum objectives. Tailored interventions, such as small group instruction and 1:1 reading sessions, help these pupils develop essential phonics and comprehension skills. We use specific tracking through the RWI scheme to ensure all children are always making progress. This is assessed and tracked every half term. When children are still showcasing gaps we use further intervention through support staff such as fast tracking. Children continue RWI right through the school until they have passed the phonic screening test. When they are ready to deepen their fluency and reading skills they can then do this through guided read sessions, intervention, differentiated work within class and tailored reading material. Our

bottom 20% is tracked within each class and complete daily 1:1 reading intervention and this is further reflected on by teachers and updated every half term once formal assessments and teacher judgement has taken place. Where possible we implement specialized resources including visual aids, to enhance engagement. Similarly within writing, we also ensure our most vulnerable pupils are able to engage through a range of outcomes. All teachers ensure elements of speaking and listening are included in our reading lessons where possible to promote fluency, in notation and tone. Regular assessments ensure progress is monitored, and teaching strategies are adjusted as needed. This approach fosters a culture of achievement and resilience for our learners. As teachers we work closely with our SEND lead and have all produced documentation to showcase our detailed provision (please see supporting document for further breakdowns of examples of quality first teaching to support these learners.)

### Impact

Our impact is clear: pupils who leave as confident readers with a love of reading. We give our learners the tools to develop their inference and deduction skills when reading so they can be critical and make challenging book choices as they transition to high school and further life. Through a love of reading they can experience a world beyond Kirkby and be conscious citizens filled with cultural capital links. All of this links back to our whole school intent of vocabulary celebrated with our cross curricular traffic light system. As well as celebrating faith through verses of scripture and bible stories to showcase our values and morals. We are able to monitor and track the progress made and reflect on this regularly through our use of data systems (Primary Progress & Sonar) , RWI assessment tracking , teacher judgement, national testing, in house moderation, Salford reading , spelling shed tracking & NFER tests every half term. By using these methods of tracking we are not only able to find any gaps in learning for intervention but also monitor those who are working above ARE. Children who are working above can also receive further targeted intervention to support their learning through class teacher differentiated work, peer / group work and even deeper level thinking texts. Children who are in the early stages of reading but are showing signs of greater depth can be identified easily through the RWI programme. This allows for movement within groups and some children are moved off completely to be challenged through guided reading alternatives. Within guided read sessions children are able to push through varying levels of text and difficulty. This is also reflected within lessons. Children are highlighted to leadership through progress meetings and subsequently tracked throughout the school to ensure their ability continues to be supported.