

What Reading looks like in Goodrich CE (VC) Primary School



Matthew 5:14 *(Good News)*

'You are like light for the whole world.'

We **believe** that each individual should be given the opportunity to gain an understanding of themselves both personally and spiritually within an environment that embraces difference. Members of the school community are encouraged to consider their thoughts and actions as people of the wider world.

Curriculum Intent

The importance of English in our school:

When our children leave Goodrich, we expect them to be avid readers, children who read fluently and widely and are able to express preferences and opinions about the texts that they read. We want them to read for pleasure, having had access to a wide range of text types, genres and authors in order for them to make informed opinions about their favourites. We aim to expose our children to a wide range of vocabulary so that they are able to decipher new words and then use them when speaking both informally and formally. We also aim for our children to apply all of these skills to all areas of the curriculum. To open a world of possibilities, in order that they can flourish.

What reading looks like in our school:

- Reading fluency, retrieval, inference, and questioning based on a text and a range of stimuli, including Cracking Comprehension.
- Daily Systematic Synthetic Phonic sessions in EYFS and Key Stage One, which follows Little Wandle Letters and Sounds Revised. Keep-up is used to support children not keeping up in Reception, Year 1 and 2. From Year 2+ Rapid Catch-up is used.
- Daily Class story.
- Children reading to an adult.
- Independent reading.

This is our philosophy:

Access to high quality texts with opportunities for high quality modeling and scaffolding reading skills leading to fluent readers who can comprehend. This process will help the children to become happy, confident readers who can transfer these skills into their reading and writing.

This is the knowledge and understanding gained at each stage:

By the end of Key Stage 1 children will:

- apply phonic knowledge and skills as the route to decode words, respond speedily (95% fluency) with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- read other words of more than one syllable that contain taught GPCs.
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- re-read these books to build up their fluency and confidence in word reading.

Reading comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding.
- understand both the books they can already read accurately and fluently and those they listen to.
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns, and listening to others say.
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

By the end of Lower Key Stage 2 children will:**Word reading:**

- apply their growing knowledge of root words, prefixes, and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words, they meet.
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading comprehension:

- develop positive attitudes to reading and understanding of what they read.
- understand what they read; in books they can read independently.
- retrieve and record information from non-fiction.
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns, and listening to what others say.

By the end of Key Stage 2 children will:**Word reading:**

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in English Appendix 1.
- both to read aloud and to understand the meaning of new words that they meet.

Reading comprehension:

- maintain positive attitudes to reading and understanding of what they read.
- understand what they read.
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- distinguish between statement of fact and opinion.
- retrieve, record and present information from non-fiction.
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging view courteously.
- explain and discuss their understanding of what they have read, including formal presentations and debates, maintain a focus on the topic and using notes where necessary.
- provide reasoned justification for their views.

Curriculum Implementation

- National Curriculum Compliance document – to demonstrate that statutory requirements are met.
- English Progression document – skills and knowledge to be taught in each building block by milestone or class.
- English Non-negotiables – overview of expectation for the different strands within English.
- Vocabulary document – words required to be taught for each year group.

Our curriculum is ambitious for all children, regardless of their starting point. We aim for our classrooms to be places of ‘high demand – low threat’. We provide support through modelling, paired talk, scaffolding and worked examples rather than highly differentiated activities or sheets. We aim to offer all children the opportunity for stretch and extension, through offering challenging tasks that build on the core learning.

Opportunities to use high quality texts are identified in all curriculum areas. Reading is not only an important skill in its own right but can expose children to new vocabulary as well as provide a richer understanding of a topic which can underpin their new knowledge.

New vocabulary is prioritised frequently and is recorded on our working walls and magpie books in order to support children to become familiar with it and use it in their own work and talk.

We support children to know more and remember more through offering frequent opportunities for retrieval practice.

This is how it works:

- each year group has a list of high-quality texts to encourage the children to read for pleasure.
- in EYFS phonics is structured throughout the year, which is built on week-by-week, term-by-term.
- in KS1 phonics is structured throughout the year, which is built on week-by-week, term-by-term and are based upon end of KS expectation.
- opportunities to revisit certain sets are set out over the year and this is a reactive process.
- KS1 and KS2 have reading sessions with texts based upon end of Key Stage expectation.
- by the time children leave Year 6, they will have covered a wide genre of texts and styles which will foster their love for reading.
- links with other areas of the curriculum are made, which involve texts and vocabulary to provide more meaningful learning.
- raising the love of reading through various means. For example: class reading, class discussions, book sharing with adults to children, children to adults, children to children, book reviews, competitions, author interactions, engagement with parents, children reading at home initiatives.

This is what the adults do:

- learning walks/monitoring to ensure that reading is being taught.
- support, encourage and foster a love of reading.
- adults hear children read.
- adults record reading in child’s reading record book.
- inform/guide parents on how to support their child’s reading at home.
- members of staff read a class story on a daily basis (a record is kept of books read).
- research new innovative techniques/programmes to support the teaching of reading.
- network with other schools and reading/literacy coordinators.

This how we support the children:

- use of coloured overlays/paper for preferences.
- For children identified to require intervention in addition to main class teaching:
- children are assessed on entry point.

- clear targets are highlighted and prioritized.
- small group/1:1 adult support is then put in place.
- we use teacher and self-assessment to quickly identify any child who requires additional support in specific areas. Then they receive pre-teaching or immediate intervention to ensure they have sufficient skills in place to access the next teaching.

This how we support staff:

- Identification of CPD needed.
- Curriculum Groups – share information, updates and expertise throughout the school.
- Use of staff meetings.
- Small sessions and immediate support as and when required.
- Use of D+D to overcome any technical issues and identify more effective software/school processes.

This is how we challenge children:

Lessons will be differentiated/adapted where appropriate.

Small group work with alternative/extended discussion points. Opportunity to further innovate texts.

This is how we ensure all children can access the curriculum:

Children are identified and discussed at Pupil Progress Meetings if concerns are present. Children who have SEN or EAL needs are taught key vocabulary prior to/at the start of the topic. Seating children alongside good role models to support one another. By providing visual/practical prompts. Teaching lessons using a range of different techniques. More frequent repetition and revisiting to help make it stick

What is Cultural Capital?

The National Curriculum defines cultural capital as: ‘the essential knowledge that children need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement’. This powerful knowledge can be split into two categories: powerful subject knowledge and powerful personal knowledge.

Powerful Subject Knowledge in English:

The statutory English curriculum of 2014 - The knowledge of a range of authors, their work, and their importance to literature through history, including modern day. The spelling of everyday and more complex words incorporating prefixes and suffixes. Invite of visitors to support the teaching of the curriculum.

Powerful Personal Knowledge in English:

Writing in a range of genre, seeing the impact writing has on its audience. A depth of vocabulary and when to apply it in different contexts. Developing social skills through written communication (links to PSHE and Computing/Internet Safety). Using writing to communicate ideas in other curricular areas. Trips to various locations and reflecting on their experiences. Invite of visitors into school as inspiration for a literature related career. Use reading to understand and gather information about local/national/global issues. Enjoyment of reading as part of wellbeing. Use national days e.g. World Book Day to appreciate and encourage a love of reading.

Curriculum Impact

This is what you might typically see:

- happy and engaged learners.
- open ended questioning.
- different representations of texts.
- paired/group/1:1 work.
- a range of different activities.
- self-motivated learning.
- TIPTOP learning.
- children talking positively about reading, sharing, and reflecting on their learning and how it can relate to real situations.

This is how we know how well our children are doing:

- analysis of data – per term.
- analysis of assessments/test results.
- pupil progress meeting.
- marking/feedback.
- targeted use of TAs.
- discussion with TAs.

This is the impact of the teaching:

- confident children who can talk about what they have read.
- children who are enjoying their learning in reading sessions.
- depth of understanding/application in different reading skills.
- children ready for the next step in their education.