



Reading Curriculum

Intent, Implementation and Impact

At St Thomas More Primary School we value each child as an individual with a unique potential for learning. We strive to be an inclusive community where children grow, learn and achieve together in the presence of God. With a culture of equality, we aim to ensure that every child believes in themselves and are empowered to aim high. All that we do in school is underpinned by our values: Unity, Humility, Respect, Determination and Fairness. We link these to our British Values and these are the key drivers for our curriculum intent. Our ethos is set to remind our pupils to be proud of our achievement, encourage them to want to achieve high standards and supports our relational approach to behaviour and promote the formation of the complete person.

Intent	Implementation	Impact
At St Thomas More we intend to encourage all pupils 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 and develop their vocabulary and comprehension skills. It is our intention to ensure that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject enabling them to access the next stage of their education and beyond.	At St Thomas More School, we believe that all our children can become fluent readers and writers. This is why we teach reading through <i>Little Wandle Letters and Sounds Revised</i>, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. Please see our Phonics and Early Reading policy for further information. <u>Reading Lesson Approach and Teaching Methods</u> We have used the EEF Improving Literacy in Key Stage 1 and Key Stage 2 reports to inform our teaching approach for reading and writing. • EEF Improving Literacy in KS1 • EEF Improving Literacy in KS2 Once children complete the Little Wandle Letters and Sounds Revised Programme, usually at the end of Year 1, they take part in five daily whole class reading lessons per week. Our priority is to ensure that pupils develop fluent reading capabilities because we recognise that this supports comprehension and enjoyment of reading, which is the goal. In Year 2, we use Little Wandle Fluency which develops all aspects of reading using a wide range of vibrant, diverse and engaging chapter books created by contemporary authors and illustrators.	Through the teaching of systematic phonics, we expect the majority of children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension through more challenging texts as they move through the school. At the end of each year we expect all children to have made progress from their starting points with the majority of children reaching Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Our end of Key Stage Two Reading data demonstrate that our pupils consistently attain above the national average in reading. A high proportion also attain Greater Depth in Reading.

In Key Stage 2, we use **The Fluency Shed**, from The Literacy Shed, which is a research-informed reading fluency scheme. Inspired by research defining fluency as reading with accuracy, automaticity and prosody, it is a whole-class reading programme that provides the vital bridge between decoding and comprehension. We believe that fluency needs to be explicitly taught to all children because reading that is natural, expressive and meaningful frees children to focus on understanding and enjoying the text.

Teaching instruction includes adults modelling fluent reading then pupils reading the same text aloud with appropriate feedback; repeated reading where pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency. Every fluency lesson includes opportunities to explore new vocabulary and discuss the text.

In addition, we have carefully selected a variety of texts including poetry, non-fiction, plays novels and contemporary fiction to use in whole class reading lessons. This ensures that children are given opportunities to meet a range of authors, genres and text types.

As pupils progress, a greater focus is given to **extended reading** and **close reading** of texts to build stamina. Pupils are encouraged to summarise the information, to ensure that they are actively engaging with what they have read.

Children are taught strategies to monitor and overcome barriers to comprehension, such as prediction, questioning; clarifying; summarising; and activating prior knowledge. All strategies are modelled and pupils are given support to increasingly use these comprehension strategies independently, with less prompting from the teacher.

We recognise that some pupils may continue to need support with foundational reading capabilities such as decoding. These pupils take part in targeted Little Wandle Catch Up 7+ group phonics and reading sessions every day (in addition to whole class reading lessons).

Monitoring:

In Foundation Stage and Key Stage One, teachers use guided reading record notes and comments in reading diaries to support their assessments of progress and attainment and to inform future planning. In Key Stage Two, written outcomes in reading response books and ongoing assessment within lessons are also used.

Pupils begin to record their responses to texts in Reading Response books where appropriate, although the main emphasis is always on active reading. Teachers monitor and give feedback during lessons and children are also encouraged to ask and answer questions and consider

Assessment

Reading and Phonics progress is monitored through day to day teaching and assessment in lessons (**AFL**) which is used to inform next steps in planning.

Little Wandle Assessment tracker is updated by class teachers every 3- 6 weeks to record progress against the phonics programme.

Reading fluency is assessed using Little Wandle Fluency Assessments in Year 2 and the **DIBELS oral reading fluency assessments** in Years 3-6.
<https://dibels.uoregon.edu/materials/dibels>

Reading comprehension is assessed as part of the whole school assessment policy. We use the **NFER** Reading Assessments Key Stage 2 three time a year.

Statutory assessment is carried out using the Teacher Assessment Framework at the end of Key Stage One and SATS at the end of Key Stage Two.

the author's intent and purpose and discuss new vocabulary and the impact that language has on the reader.

Reading at Home

All children are expected to read at home at least five times per week.

In Nursery, children take home a reading for pleasure picture book to share with a grown up.

In Reception and Year 1, pupils take home their Little Wandle Phonics book that is matched to their current stage. In addition, a reading for pleasure book is also taken home for a grown up to share with the child.

In Key Stage Two, children are expected to read at home five times per week. To encourage independence, they complete a short written synopsis in their reading journal to secure their summary skills and show understanding of what they have read. According to research, summarising acts as an immediate comprehension check, shifting children from passive readers to active thinkers. By writing down the key details from their reading, pupils not only are able to engage more deeply with the text and therefore remember more, but this is an excellent daily opportunity to practice their transcriptional skills and build writing fluency.

To promote a love of reading, we have developed a **Reading for Pleasure Policy** which, although is linked to the Reading Curriculum, stands alone in its promotion and encouragement of reading as a pleasurable activity.