



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
<p>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.</p> <p>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.</p>	<p>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.</p> <p>Please see our Phonics and Early Reading policy for further information.</p> <p><u>Reading Lesson Approach and Teaching Methods</u></p> <p>Once children complete the Little Wandle Letters and Sounds Revised Programme, they take part in reading lessons where they all share the same text and develop different reading comprehension skills. The texts are carefully selected to complement the wider curriculum and to ensure that children are given opportunities to meet a range of authors, genres and text types. These whole class reading lessons or small group guided lessons (with younger children), support the development of fluency and comprehension skills.</p> <p>Teachers use a variety of strategies, including modelling, questioning, paired talk, written and oral feedback during lessons. Children are encouraged to ask and answer questions and consider the author’s intent and purpose and discuss new vocabulary and the impact that language has on the reader.</p> <p>We use Literacy Shed Plus comprehension resources, alongside other resources to support the teaching of reading comprehension skills with a focus on Vocabulary, Inference, Prediction, Retrieve, Explain and Summarise (VIPERS). Older children record any written outcomes in reading lessons in a reading journal.</p>	<p>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 as they move through the school.</p> <p>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 assessment demonstrate that our pupils consistently attain above the national average in reading. A high proportion also attain Greater Depth in Reading.</p> <p>See our progression documents.</p> <p>Assessment</p>

In Foundation Stage and Key Stage One, teachers may 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 journals and ongoing assessment within lessons are also used.

In Key Stage Two, children are expected to read at home five times per week as part of their homework. Children in upper key stage two complete a short synopsis to secure their summary skills and show understanding of what they have read which is regularly checked by the teacher. To continue our partnership with parents, we encourage them to make comments in the diaries and sign them.

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.

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.

A phonics tracker is updated by class teachers to record progress in Early Years and Key Stage One.

Reading comprehension is assessed as part of the whole school assessment policy.

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.