



Curriculum intent for reading

Aims of our reading provision at Christ Church School

Reading is given the highest priority within our curriculum and provision as we recognise that confident, fluent reading skills are necessary for accessing our wider curriculum.

Our reading provision ensures all children experience early success and build confidence with reading and learn basic reading skills quickly in Reception. Our intention is that all children demonstrate successful decoding skills in the Year 1 phonics check and leave KS1 as confident, fluent readers able to draw on both phonics and wider reading strategies to read a range of texts with accurate comprehension for both information and enjoyment.

By the end of KS2 all children will be

- working at or above the expected standard in Reading as assessed by end of KS2 assessments
- confident, fluent readers able to decode and comprehend text in a range of fiction and non-fiction genres
- able to infer meaning from texts, reading between and beyond the lines and discussing authorial intent
- enthusiastic and engaged readers who understand the value of reading for pleasure and are able to choose appropriate reading matter for themselves and make recommendations to others
- able to access the rest of the curriculum through confident use of their reading skills

Curriculum implementation for reading

Teaching early reading skills, including phonics

In Reception and KS1 we follow the Letters and Sounds systematic, synthetic phonics scheme, supported by additional Jolly Phonics resources. Phonics is taught daily in fast-paced, multi-sensory sessions, allowing children to have early success at both reading and writing. Our phonics teaching starts as soon as children enter in Reception and our progression document sets out when each phonics phase is taught and the milestones we expect children to reach each term and year. Children's phonics knowledge is assessed at the end of each phase and targeted additional catch up or booster support provided where needed.

Our earliest home reading books come from the Phonics Bug and Letters and Sounds reading schemes and are closely linked to our phonics teaching in school, sequenced to enable children to practise reading the grapheme-phoneme correspondences (phonics sounds) they have learned at school. These books progressively support the development of children's decoding skills and their understanding of positive reading behaviours. As children progress, these books are supplemented by additional home reading books from the Oxford Reading Tree reading scheme which are also closely matched to children's reading abilities and help to develop children's understanding of story structure and the use of wider reading strategies and cues as well as continuing to support the development of decoding skills. Children move through the reading bands as they become more confident readers, as assessed by their class teachers, taking home 1-5 books per week of an appropriate level to continue reading at home.

In Reception and KS1, children read with an adult at least weekly, often more frequently. Our whole TA team is timetabled to spend a specific afternoon per week in Reception and KS1 to work alongside teachers, reading with individual children and supporting the development of their skills. Our TAs are trained, both through in-school training and externally-provided CPD, in strategies to support the development of early reading to support with this session. Children continue to read frequently with a trained adult in school if they need further support with reading as they move into KS2.

Our teaching of early reading explicitly teaches a range of reading strategies as well as phonics as we know that different children learn to read in different ways.

Involvement of parents

In Reception and KS1, children have their own reading diary which returns home every day with children's reading books and which is written in whenever children read with an adult in school. This records formative assessment information for teachers and feedback for parents (and children) including next steps, as well as ways that parents can continue to support progress at home. Parents are also encouraged to record in the reading diary when and how their child reads as a useful two-way communication between home and school about reading progress and support. The reading diaries are introduced and explained to parents in initial parent meetings and workshops in school and there are also written notes and reminders about how to support children's reading in the diaries.

High frequency sight words are also sent home in small batches in Reception (and in Year 1 if needed) for parents to support with learning to sight read these words.

We hold a series of parent meetings and workshops to support parents with helping children to read including an annual phonics workshop for Reception parents and an annual reading workshop for Year 1. Parents are very keen to help and engage with supporting children's reading skills.

We provide book list recommendations, including the Reading Road Map (compiled by Islington/Camden schools library service), to parents in KS2 so that they can support their children's reading choices.

Developing comprehension and higher order reading skills

We develop children's comprehension and higher order reading skills in a number of ways:

- explicit teaching of these skills in English lessons throughout the school
- questioning of children about the books they are reading (in both KS1 and KS2)
- reading comprehension exercises and reading assessments, completed individually, in pairs, groups or as a whole class, plus opportunities to review and discuss answers
- reading and analysing texts in other subject areas across our curriculum
- asking questions and discussing our class books
- taking the opportunity to discuss vocabulary throughout the school day and curriculum

Reading skills are also developed through

- our teaching of writing, where children learn to recognise as well as to write specific language features
- our support for the development of children's speaking skills and listening comprehension, through work on vocabulary extension and language comprehension.

Supporting the development of reading throughout the curriculum and school day

Our print-rich environment, including displays, signs and labels, supports development of decoding skills. Reading is an integral part of other lessons across the curriculum, including through reading and interpreting texts of some length in RE, History, Geography, PSHE and Science and reading questions and instructions in all curriculum areas. Non-fiction books related to current topics are available, used and promoted in classrooms. Reading fluency is also developed through reading words to songs and hymns in assemblies and music lessons.

Vocabulary development also takes place throughout the school day and curriculum (e.g. collecting words and definitions from class reading books, discussing terminology and language across the curriculum). Each class has a 'word of the day/week' vocabulary extension activity and new words and definitions are also discussed and collected as a whole school in assemblies.

Additional support for reading

In response to our assessments, we support children who are finding learning to read more challenging or who are not meeting age-related expectations in reading, with various interventions or additional support. These include

- Phonics catch up/booster group or individual support – differentiated phonics support in class in Reception and KS1 (and KS2 if needed) led by teachers or TAs trained in phonics including games and use of flashcards.
- Precision teaching – daily 1:1 session with trained TA to support fluent sight reading of key words.
- 1:1 reading – additional, regular time reading appropriately-levelled books with the class teacher or trained teaching assistant to provide additional practice and explicit teaching of reading strategies. In KS2 this often takes place during whole class individual reading sessions.
- Reading volunteers – twice weekly 1:1 reading sessions with trained volunteers from the local community.
- Additional discussion with parents about ways they can support at home and provision of targeted resources to support with this.

Supporting reading for pleasure

Throughout the school, teachers are aware of the need to develop children's love for reading and their engagement with books, as well as their technical decoding and comprehension skills.

There are several ways we support this:

- **Class books:** our class books are read aloud to the class on a daily basis and are chosen to enthuse children about reading and often to encourage them to read this or related books as well as to expose children to a range of texts and authors. Class teachers work hard to read aloud with intonation and enthusiasm to engage the class. Teachers talk about their choice of book with the class, often drawing specifically on the children's interests or their own favourite books, sharing their own love of reading.
- **Reading for enjoyment group:** We use pupil premium funding to support a reading for enjoyment group which targets mainly those children eligible for pupil premium but also others from our wider disadvantaged group and those who are not as engaged with reading. The group visits a local book shop once each half term and staff members support each child to choose a book, funded by the school, which they can take home to read. Younger children within the group are paired up with an older child who acts as a reading mentor who reads with them and supports with book choices. School staff members then talk with the children about their chosen books in the following weeks.
- **Reading events including World Book Day, visits to the bookshop and an annual second-hand book sale:** the school celebrates World Book Day each year with several events including opportunities to share and recommend favourite books, dressing up and talking about book characters, opportunities throughout the day when the whole school stops to read and a second-hand book sale. Every two years all classes visit a local book shop to choose new books for the school funded by the Friends Association; children's recommendations for these books are included inside each one.
- **Book reviews and discussion about books:** Classes in KS2 create book review folders to share book recommendations with their peers. Beyond our levelled reading books provided by school, class teachers know what children are reading through reading profiles, individual discussion and updated displays in class. This allows class teachers to monitor whether children are reading at an appropriately-challenging level and whether they are reading a range of genres and also to make recommendations from the school's books if necessary.
- **Time dedicated to reading:** Time in each KS2 class is given to reading for pleasure with children bringing in current books from home and having the time to read on their own as well as share and discuss their books. Teachers use this time to monitor children's books choices, listen to children read and make book recommendations from the school's books. Children can also choose to read at break times.