



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 Little Wandle Letters and Sounds Revised systematic, synthetic phonics scheme. Phonics is taught daily in fast-paced sessions, with consistent routines to reduce cognitive load and many opportunities for repeated practice, 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, ensuring a rapid pace of learning. Children's phonics knowledge is assessed at the end of each half term and targeted additional 'keep up' support provided where needed led by trained staff members. Assessment within the phonics sessions also allows immediate keep up support to be put in place.

Our home reading phonics practice books come from the Collins Big Cat for Little Wandle reading scheme and are closely matched to our phonics teaching in school and 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. Children read these decodable practice books with trained staff members in school at least twice a week with a focus on supporting decoding, comprehension and prosody (reading with expression). In Reception, children also read their practice book with their Year 6 partner each week. Year 6 have been trained to support this. Children also take these books home to practise at home. For some phases we supplement our Big Cat books with decodable Phonics Bug books, also closely matched to children's phonics knowledge, to provide additional titles for children to read.

In addition to their decodable phonics practice book and as part of our work to develop a love of reading, children also take home a range of books to share with family at home. These high-quality picture books are available for children and families to select from trolleys and boxes in our playgrounds.

As children become more fluent and confident readers, and complete the Big Cat Little Wandle books, they are supported to select books at an appropriate level from a range of books in our classrooms.

All our staff, including teachers in KS2 and support staff, are trained in our phonics scheme and reading support. Staff continue to read regularly with pupils as they move into KS2 if they need additional support to develop fluency or confidence.

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 tricky 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 (e.g. using VIPERS acronym: vocabulary, inference, prediction, explanation, retrieval, summarise)
- 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 keep 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, following the Little Wandle ‘keep up’ programme
- 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. The class books read throughout the year and school reflect a diverse range of authors and themes and include both classic and modern literature.
- **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 reading scheme books provided by school, class teachers monitor each child’s reading choices through individual discussion, book mark records 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.