



SUBJECT CURRICULUM STATEMENT: READING

INTENT:

Our aim at St John's is for every child to consider themselves to be a reader from reception to Year 4; we are determined that every child will leave our school with the ability to read. First and foremost, we want to spark a life-long love of reading, for them to read for pleasure and to relish the written word, as a reader, listener and speaker. We aim for them to be inspired by a wide range of text types, genres and authors, enabling them to make informed opinions of their own personal favourites. We want our children to become independent, fluent and engaged readers and for them to challenge what they are presented with. Through high quality texts, we aim for all children to develop their vocabulary and comprehension skills, and gain further knowledge across the curriculum.

IMPLEMENTATION:

English is a core subject in the National Curriculum. We use the National Curriculum for England (2014) as a basis for implementing the statutory requirements of the programme of study for English. In the Foundation Stage we use the Early Years Foundation Stage Curriculum.

PHONICS AND EARLY READING

- ❖ At St John's, we follow the Read Write Inc Phonics Programme
- ❖ Children in Reception through to Year 2 receive a daily phonics and reading session, as do any KS2 children who continue to need it.
- ❖ Children are grouped according to their progress in the programme and receive high quality targeted teaching at their level.
- ❖ Part of each daily session is focussed on the explicit teaching of phonics, revising previously taught sounds and introducing new sounds.
- ❖ Children are assessed roughly every six weeks to ensure they are placed in the correct group.
- ❖ 1 to 1 Tuition is used to help children 'keep up' with their peers.

GUIDED READING

- ❖ For all children on the RWI programme, daily guided reading takes place as part of the RWI sessions, using RWI books that are closely matched to the children's current level.
- ❖ For children beyond the RWI programme, guided reading is taught at least once a week through a mix of whole-class and group reading sessions.
- ❖ Headstart Guided Reading and Comprehension resources are used to support guided reading, alongside 'real' books.
- ❖ Through reading a text, answering questions and activities based around the text children develop their decoding, comprehension and language skills and teachers can evaluate reading progress.

INDIVIDUAL READING BOOKS

- ❖ As children progress through the RWI Scheme, children will have a RWI reading book, which they have read in their phonic session and a 'Book Bag' book, which will be a new text, but matching the children's current level.
- ❖ RWI Books will be changed in line with the RWI timetable, usually every three days.
- ❖ Children are able to choose a 'Sharing Book' to take home and enjoy with their parents.
- ❖ Once Key Stage 1 children progress off the RWI programme and are fluent readers they graduate onto book-banded books to ensure they read age appropriate fiction and non-fiction books covering a range of genres.
- ❖ Once children reach the end of the Key Stage One book bands they become a 'Challenge Reader' and have a variety of books to choose from to read.



- ❖ At the beginning of Key Stage Two children return to our book banded scheme, again to ensure a breadth and depth of book types and genres in age-appropriate texts.
- ❖ Once they complete the book band scheme, they then become a Year Three or Year Four Challenge Reader and can choose from their year group appropriate list.
- ❖ Challenge reader books have been carefully selected to ensure a range of text types and genres that are age appropriate.
- ❖ We have worked to ensure books are engaging and diverse and these lists continue to be updated and developed in order to inspire children and develop a love of reading.
- ❖ Children are expected to complete a 'Reading Response Activity' when they have completed a Challenge Reader.
- ❖ Interventions provide extra and targeted practice for those children who make the slowest progress; these children continue to read from carefully matched books.

STORY TIME

- ❖ Reading aloud is a key way to engage children in reading and help to foster a love of reading and books, which is why we make reading aloud to our classes a priority.
- ❖ Each class has a timetabled story time slot every day and teachers and children enjoy this shared time to enjoy a great book!

SHARED READING

- ❖ Teachers plan most of their English work around high quality texts.
- ❖ Teachers may use shared reading to include children in the initial process of reading a text, which can then inspire their writing. This demonstrates reading for pleasure, introduces and explains new vocabulary and models how to read aloud with expression, intonation and interest.
- ❖ Teachers will also ask comprehension questions to check children's understanding.

READING ACROSS THE CURRICULUM

- ❖ Teachers use a range of non-fiction texts to support their teaching across the curriculum, giving the children the opportunity to develop their knowledge in other subject areas such as Science, History, RE and Geography.
- ❖ Children are encouraged to read multi-media texts on the laptops and iPads.

READING ENVIRONMENTS

- ❖ Each classroom has a reading area clearly defined, celebrating the importance and enjoyment of books and reading
- ❖ We have maintained our School Library, which is well-resourced

IMPACT

Year on year, all children make good progress with their phonics and reading. When children leave St. John's CEVA First School, the majority of children have met or exceeded age-related expectations in Reading, and are confident, fluent readers with a love of reading and books. They have experienced a rich and diverse diet of texts throughout their time with us and are beginning to develop their own identity as a reader, which will continue to develop into their next stage of school life. Our children read for pleasure and have developed good vocabulary, language and comprehension skills but above all, they have a positive attitude and passion for reading.

CULTURAL CAPITAL

Reading, decoding and comprehension, is an integral skill that children will need to ensure they succeed in their education beyond St John's. By ensuring all children learn to read, we are preparing them well for the next stage of their learning journey and beyond into adult life. Through the wide range of texts, genres and authors we provide for our children, we are developing their vocabulary, expanding their understanding of other cultures, different ways of living, and issues; we are also broadening their appreciation of creativity.