**Curriculum intent for Reading at St John’s Upper Holloway**

**Intent**

At St John’s Primary School, we believe that Reading is a fundamental skill which enables children to lead a fulfilling and successful life. If children can read they can access all areas of learning, ensuring they can make progress and succeed in school and follow their interests outside of school. We know that through reading children will develop their knowledge of themselves and the world around them, will feed their imagination and curiosity and escape to other worlds, develop vocabulary and establish a love of reading.

Our principle aims from the National Curriculum for England are to ensure that all pupils:

* Become confident, fluent readers with good understanding
* Develop the habit of reading widely and often, both for pleasure and to gather information
* Acquire a wide and rich vocabulary
* Appreciate our varied literary heritage
* To connect emotionally, intellectually, socially and spiritually to others through books

Our Reading curriculum has been chosen to reflect the opportunities and challenges we face within our own school and to ensure that it engages our pupils as fully as possible. To reflect the context of our school, we have designed a reading curriculum that will:

* Meet the wide range of needs of our pupils with SEND, whilst using supporting texts that reflect the diverse background of our pupils in terms of gender, race or social background.

Learning is closely matched to the needs of the individual child. We support children to see themselves as a reader regardless of their starting place.

* Focus on supporting the physical and mental health and wellbeing of pupils by providing engaging learning that is suitably pitched and offers challenge to inspire high aspirations and a sense of achievement. We support staff by making sure that planning is manageable as part of a focus on work-life balance.
* Provide opportunities for active parental engagement through home reading records and regular parent teacher meetings.
* Develop pupils’ oracy and vocabulary through using high quality texts (both fiction and non fiction) to engage children as readers and stimulate discussion and writing. This is one of the central ways in which we seek to develop pupils’ cultural capital.
* Support our vision statement of ‘Love each other as I have loved you’ (John 15:12) and develop our six Christian values of creativity, thankfulness, truthfulness, friendship, perseverance and courage, each linked by our core value of love. We believe children develop perseverance and courage through the challenge we build into our everyday reading curriculum and show love and friendship when working cooperatively with their peers. We encourage children to experience the pure pleasure that reading can bring to their life and fall in love with the journeys and adventures they can take by picking up a book. They develop their creativity as they feed their imagination and curiosity with reading.

Our curriculum aims to enable all children, regardless of their starting points or background, to grow and learn.

The content of our Curriculum is closely matched to the national curriculum and enables a clear progression of skills and knowledge, both within a unit and across units and year levels. An outline of our curriculum can be seen in the attached documents.

**Implementation:**

We support all children to learn to read through; consistent teaching and learning approaches; regular monitoring and assessment along with a joint commitment between school and home.

**Early Reading**

The systematic teaching of phonics has a high priority throughout EYFS and Key

Stage 1. At St John’s Primary School, we use a synthetic phonics programme called

‘Little Wandle Letters and Sounds Revised’. Our staff teach learners the relationship between

sounds and the written spelling patterns, or graphemes, which represent them. Phonics is taught daily and is used to support reading.

In EYFS and Year 1 we teach children to read through reading practice sessions three times a week. These:

* are taught by a fully trained adult to small groups of approximately six children
* use books matched to the children’s secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids on pages 11–20 of ‘Application of phonics to reading’
* are monitored by the class teacher, who rotates and works with each group on a regular basis.
* Each reading practice session has a clear focus, so that the demands of the session do not overload the children’s working memory. The reading practice sessions have been designed to focus on three key reading skills:
  + decoding
  + prosody: teaching children to read with understanding and expression
  + comprehension: teaching children to understand the text.
* In Reception these sessions start in Week 3. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
* In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

In Year 2, children continue to engage in guided reading sessions, working with an adult twice a week. The children focus on the skills of Vocabulary, Inference, Prediction, Explaining, Retrieval and Sequencing.

Once children have progressed beyond the phonetically matched books, children access colour banded books matched to their reading ability to read independently. This continues into Key Stage 2.

**KS2 Reading**

In Key Stage 2 children take part in whole class Destination reader sessions with carefully chosen, high quality fiction and non-fiction texts. The focus for learning consists of seven key reading strategies which are explicitly taught and are used help to deepen the children’s understanding of texts. These are: predicting, inferring, asking questions, evaluating, clarifying, making connections and summarising. By initially concentrating on one strategy at a time, teachers can support and challenge children to develop their skills. These strategies then combine and are applied to different forms of texts.

Reading provision in KS2 consists of a mix of approaches which allows the children to be exposed to high quality teaching while being supported at their own individual level. These approaches include:

* Mixed ability sessions where children are exposed to high quality texts and vocabulary regardless of their ability. A strategy will be introduced and practised in pairs.
* Ability groups where children apply the chosen strategy at an instructional level using guided readers or the whole class text if appropriate.
* Written comprehension where children are given the opportunities to accurately and precisely respond to questions in a written format.

We recognise the importance of developing a rich and extensive bank of vocabulary; therefore,

we discreetly teach vocabulary directly linked to the text during every reading session. This is reinforced daily, ensuring new vocabulary is embedded.

**Reading** **aloud**

Regular story sessions are timetabled in each class and are used to promote reading for pleasure and help children develop a love of books. These sessions are used to help children ‘get lost’ in a book and experience the delight of reading without interruption. Children are exposed to challenging texts and vocabulary and include fiction, non-fiction, poetry and prose, classic and contemporary.

The texts chosen for reading aloud are planned to support our writing and reading curriculum and progressively build on skills and knowledge.

**Home reading**

Reading at home is encouraged. Children working on the Little Wandle Letters and Sounds Revised programme take home a guided reading book directly linked to their current phonics level; they are also encouraged to choose an additional reading for pleasure book to share with their family at home. Following this, children in year 2 or beyond take home a levelled books which match the child’s current reading ability and a reading for pleasure book to share. KS2 children take home a book they have chosen. We encourage children to use the ‘choosing the best book for me’ book marks to support them in their self-selections.

**Reading for Pleasure**

Children are encouraged to develop their love of reading. This is achieved through the positive promotion of reading both at school and home. All children are read to at least once daily and every class has access to a high quality, well- resourced book corner. Children have opportunities to visit the school library and all KS1 and KS2 children make regular visits to the Islington Library. Children take part in the Islington Reading Road Map Challenge every year and parents and children are encouraged to participate in the Summer Reading Challenge at their local library. Over the year the children are encouraged to read a core set of books. We offer a range of ‘special’ reading events over the year to celebrate reading.

**Tracking and assessment**

Assessment and tracking of reading is used to meet the needs of the individual child and to shape our provision. We make sure no child falls under the radar and fails to make progress. Teachers are expected to use assessment for learning to support children on a daily basis. Individual records are used to record weekly what the children have learnt and what they can do. End of term assessments are used to identify children who may need booster sessions and also support making end of term judgements on pupil progress. End of term assessments are also used to help give teachers a clear picture of each child’s understanding.

**Impact:**

The impact of this curriculum ensure that children leave as ‘readers’ who are confident and fluent with good understanding. Children’s progress data is tracked and monitored and the use of on-going, consistent assessment throughout the school ensures that data is well informed and accurate. We use Arbor and this termly data is carefully analysed by the Head Teacher and Reading Lead. Planned support is developed with teachers on a termly basis to target areas of weakness in each year group. This is a continual process which helps to make sure pupils in our school are given every opportunity to meet or exceed the national end of key stage expectations, well prepared for the next stage in their learning.

If you were to walk into a Reading lesson at St John’s C of E Primary you would see

* Motivated and engaged children who can talk about their learning
* High quality texts and challenging learning tasks and questions
* Opportunities for children to work independently and collaboratively, sharing ideas, challenging each other and refining their ideas
* Learning walls with prompts that clearly support children’s learning
* Inviting and exciting book corners with book recommendations written by children