

Oldfield Brow Primary Reading Curriculum

INTENT

At Oldfield Brow Primary School, we passionately believe that competency in reading is essential to enable knowledge acquisition and to make learning meaningful. We are committed to enabling every pupil to read fluently and with understanding, so that they are empowered to make sense of their experiences and begin to interpret the world around them. Success in English is increasingly necessary in today's world as a tool for thought, learning and expression, and will not only support children's life-long learning but will also lead to improved life chances.

Additionally, research and studies have shown that 'reading for pleasure' increases attainment and has a myriad of benefits such as a wider vocabulary and general knowledge. By immersing and surrounding our pupils in a rich and diverse reading environment, we will not only develop their ability to respond to varied texts, but also enrich their imaginations, boost their creativity and hope to inspire a love of literature and reading.

Our Reading Curriculum aims are:

- To enable our pupils to become confident, fluent, independent readers, taking meaning from and responding to the written word.
- To enable all pupils to experience and have access to a wide range of books including: modern fiction, classic literature, poetry and non-fiction.
- To develop a love of books and a culture of enjoyment of reading across the school – a school reading community- enabling children to talk and write about their favourite books and authors.
- To enable reading to have a positive impact on pupils' writing.

IMPLEMENTATION

Phonics

The teaching of reading begins with oracy and phonics in EYFS and KS1. To ensure a consistent approach across classes and year groups, we have adopted the DfE approved scheme by Oxford Reading Tree - Floppy's Phonics- which is taught daily across EYFS and KS1 and is matched to pupils' individual development needs. This scheme dovetails well with the school's Book Banded library of early reader books (many of which are published by Oxford Reading Tree and include Floppy's Phonics and Stories, Project X, All Stars, Fireflies, In Fact).

Our phonics scheme is complemented by purposeful talk and play where children are immersed in a world of nursery rhymes and stories, gradually being exposed to a wider range of vocabulary, sentence structures and modelled reading behaviour. Pupils are taught the skills required to decode unfamiliar words by blending known phoneme/grapheme correspondences and supported to develop sight vocabulary of high frequency words. Teachers' continuous assessment enables them to ensure all children are stretched and appropriately challenged.

Comprehension

Once children's decoding skills are secure, comprehension skills are explicitly taught. Oldfield Brow Primary School brings consistency in this approach using the VIPERS reading scheme and Cracking Comprehension across school. This begins in KS1 as appropriate. In KS2, whole class reading sessions are undertaken daily, with a focus on Vocabulary development, acquisition of Inference,

Prediction, Retrieval and Summarising skills. For more information about texts selected for our curriculum, please refer to the KS2 Curriculum Map. In a typical week, our KS2 pupils can expect such lessons to incorporate a class novel (renewed termly), A Cracking Comprehension session, and three other themed reading stimuli linked either to topic/science/ current affairs or literature/poetry. This flexible approach enables teachers to adapt reading materials to best suit the needs of their developing pupils. A rich diet of quality texts are selected which introduce pupils to classic children's literature as well as more modern novels and poems, reflecting the cultural diversity of the children in class, as well as introducing worlds beyond the familiar.

Differentiated Support

Teaching is differentiated as necessary, to ensure children reach their full potential. Whilst many of our pupils learn how to use talk effectively at home, some struggle to communicate verbally by the time they reach nursery; for such children reading and writing may seem a daunting goal. Oldfield Brow Primary is a partner in the Nuffield Early Language Intervention (NELI) programme proven to help young children overcome language difficulties targeting vocabulary, narrative skills, active listening and phonological awareness. It is effective for improving children's oral language skills as well as promoting longer-term progress in reading comprehension.

Children with special educational needs including dyslexia, with specific speech and language difficulties and those not meeting the expected levels of age-appropriate fluency, are identified as quickly as possible through robust assessment. Identified pupils are supported either through quality teaching first in whole class reading lessons and/or through interventions including NELI, RAPID Reading, Lexplore, NESSY and SALT, depending on individual learning needs. Specialist advice sought where appropriate. Pupils working above the expected level are encouraged to read widely, to answer comprehension questions in greater depth and may be challenged using schemes such as Rising Star's 'English for the More Able.'

Supporting Reading at Home

In KS1 and KS2, children are encouraged to borrow books from our booked banded Key Stage and class libraries to read either supported by an adult at home and/or, when they are able, independently. Information about supporting children and how to use the VIPERS reading scheme is available for parents and carers on the school website. From Y1 – Y6, children are also encouraged to read books from our online resource of choice - Bug Club- where they are rewarded with points and prizes and their progress is monitored by their teacher. Children are also encouraged to practise reading comprehension online using Read Theory. Reading Records are used to enable a shared understanding between home and school of pupils' reading progression.

Reading to support Writing

All English Writing Units are linked directly to literature or good examples of writing to be read, explored, researched by pupils. Pupils are taught to read the writing of others to support their own. A culture of 'book talk' deepens reader response and allows children to explore the effect that the author of a text has created on the reader. At Oldfield Brow we want to give children opportunities to reflect on their own writing in the same way.

Encouraging Reading for Pleasure

Our teachers are passionate, socially interactive readers in the classroom, sharing their love of books and striving to get to know their pupils as readers. Regular timetabled opportunities are provided for teachers to read aloud to the class for enjoyment. They seize any opportunities for informal book talk, making connections between reading and children's life experience. Displays, classroom environments and shared school spaces are set up to promote our reading community and as soon as they are able to decode, children are given independent reading time each school day to read a book of their choice.

Pupils are given either timetabled or regular access to school and class libraries with texts that tempt, to enable children to independently choose reading material and to generate ownership of reading for pleasure. Teachers and/or teaching assistants are on hand to encourage/expose children to a broad range of reading materials.

Other activities and resources foster our shared love of reading during the year, including an annual Oldfield Brow Book week and an English Blog/ Literacy Webpage.

IMPACT

Impact is judged in a number of ways. Summative assessment plays a key role. In terms of Summative Assessment, at the end of Year 1 all children take the Phonics Screening Check as part of the government statutory requirements to track phonological development. Formal summative assessments (SATs) are carried out at the end of KS1 and KS2. Children's comprehension is tested every half term with a written comprehension test using our Bug Club scheme which is supplemented by an oral reading summative assessment three times a year which helps teachers to judge fluency and competency reading aloud. Formative assessment is made continuously through the daily reading sessions. We also measure impact through book scrutiny and learning walks.

English in the Wider Curriculum

As English encompasses every aspect of the curriculum, the skills involved in speaking and listening, reading and writing should be taught and practised in every subject in the curriculum. Teachers ensure English skills are taught through other areas of the curriculum through learning opportunities which practise and consolidate skills taught in English lessons. It is vital that pupils see the links between each subject and as part of active learning, understand how the skills they learn in English can and must be applied to learning in other subjects. Efforts are made wherever possible, to link text selections and English planning to the topics covered in the wider curriculum, to facilitate vocabulary development and support the building of fun and meaningful knowledge.