

# 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. It is a skill for effective learning. Reading is one of our key themes – one of four central whole school curriculum priorities. Reading lies at the very heart of our curriculum and it is of the utmost importance to our children's personal, social and academic success. Our intent is to foster a love of reading which enriches children's learning through carefully designed teaching activities and the use of high-quality, thought-provoking texts. Reading is a skill that enables children to develop their learning across the wider curriculum and lays the foundations for success in the future.

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 attaining 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 and Early Reading

The daily teaching and learning of reading begins with oracy and Systematic Synthetic Phonics (SSP) in EYFS and KS1. We provide children with strategies to decode words by teaching links between letters and the sounds they can make; this is called Grapheme-Phoneme Correspondence (GPC). SSP supports the development of fluency, before gradually moving towards the competence in prosody and comprehension. Selecting a robust, quality Program of Systematic Synthetic Phonics is essential; a program that does not simply bolt on to the beginning of our pupils' literacy learning journey. To ensure close alignment with the ongoing teaching and learning of reading and writing, we have chosen quality assured programs from Edshed, approved by the DfE. Using Phonics Shed, our experienced team systematically guides children through each Grapheme-Phoneme Correspondence. We encourage repeated reading of texts to build early fluency and then greater comprehension of what they read. Reading for pleasure is so important to us which is another reason for selecting Phonics Shed; its strong, character-based narrative is engaging, providing multi-sensory activities including songs and nursery rhymes. This program then seamlessly integrates with Spelling Shed and Literacy Shed+'s Reading VIPERS, for

the teaching and learning of spelling, etymology, vocabulary and reading strategies as the children move up through the school. Our consistent approach across classes and year groups, with online home access to consolidate deep learning, and familiarity with the fun and child friendly resources, ensure our Reading Curriculum is rigorous and providing the best learning opportunities for our pupils.

At Oldfield Brow we are passionate about instilling a love of reading all sorts of books for pleasure too. In addition to teaching and consolidating learning with our Phonics Shed decodable readers, we therefore also encourage children to select, read and re-read from our KS1 library and a range of book-banded early reading books. In this way, we provide a broad range of reading experiences at school and home. These include a range of quality picture books texts such as Oxford Reading Tree's Floppy's Stories, Project X, All Stars, Fireflies and In Fact.

Our phonics program 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. Teachers' continuous assessment enables same day intervention and support when needed whilst ensuring all children are stretched and appropriately challenged.

## **Comprehension**

Once children's decoding skills are secure, comprehension skills and reading strategies take greater focus and are explicitly taught. Oldfield Brow Primary School brings consistency in this approach using the Edshed's Reading VIPERS strategies aligned to the DfE's Reading Domains. This begins in KS1 alongside our Phonics Program. In KS2, whole class reading lessons are undertaken daily, with a focus on Vocabulary development, acquisition of Inference, Prediction, Retrieval and Summarising skills (VIPERS). Teachers plan engaging lessons using Oldfield Brow Primary's Reading Progression Ladder to ensure all children have every opportunity to develop the varied skills they need to succeed. The VIPERS strategies are taught using a rich diet of quality texts which introduce pupils to non-fiction, classic children's literature, modern novels and poems, reflecting the cultural diversity of the children in class, as well as introducing worlds beyond the familiar.

Each term there will be a class novel or story to encourage a love of reading, and it will typically be read every day for pleasure. The teacher may also use the novel in reading and writing lessons which proves very popular. Texts are often selected to deepen learning in other areas of the curriculum such as history, geography and science as well as other topical events or current affairs. For more information about texts selected for our curriculum, please refer to the KS2 Curriculum Map. This flexible approach enables teachers to adapt reading materials to best suit the needs and interests of their developing pupils. We also use Cracking Comprehension (an interactive whiteboard reading comprehension program from Rising Stars) across school which provides our pupils with weekly teaching and independent practice of specifically writing answers to comprehension questions.

## **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. It has proved extremely effective here at Oldfield Brow Primary.

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 including our AI assessment tool Lexplore. Identified pupils are supported either through quality teaching first in whole class reading lessons and/or through interventions including NELI, RAPID Reading, Lexplore Intensive, NESSY and SALT, depending on individual learning needs. Specialist advice is sought where appropriate. Pupils working above the expected level are encouraged to read widely, to answer comprehension questions offering greater challenge and to provide answers with greater justification and examples.

## **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's Literacy webpage. 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 in EYFS and KS1 to enable a shared understanding between home and school of pupils' reading progression. In KS2, we have moved to a modern, interactive method of sharing independent reading with their teacher and friends using a weekly whole class Poplet based Reading Diary. Where children do not have access to IT at home, their participation in recording reading will be supported in other ways.

## **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 experiences. Every classroom has a unique reading area with books on display which is kept fresh and updated. Children are encouraged to spend time browsing and recommending good reads. Reading displays, classroom environments and shared school spaces are set up to promote our love of reading 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.

Our book-banded 100 Books Initiative offers pupils the opportunity to set themselves a goal of reading a target number within their book bands or a '100 Books'. Others use the resource to get to know new authors, selecting from a wide range of popular and highly recommended books. Lots of children enjoy using the 100 books scheme to make recommendations to others or use it to find new books to read. Children can earn certificates and reading success is shared in class and in assemblies.

There are many other activities and resources which foster our shared love of reading during the year including: inter class reading buddies, Book Bingo, Book tasting, Parent Reading drop ins, author talks, competitions such as Get Caught Reading in May and an annual Oldfield Brow Book Week full of activities and fun to celebrate World Book Day. Our reading community is fostered on the English Blog on the Children's Section of the school website.

## **IMPACT**

Impact is judged in a number of ways. Summative assessment plays a key role. 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 term with a written NFER comprehension test which is supplemented by a Lexplore 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 lessons and via answers to varied reading comprehensions including those from our Cracking Comprehension scheme. 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.