

# Our Reading Curriculum



Enstone Primary School

**At Enstone Primary School, we know that teaching children to read is one of the most important life skills we can give them. We are determined that every child will learn to read and develop a real love of reading throughout their time with us. Children will first learn to read, then read to learn.**

This document outlines how reading is structured and embraced across our school.



# Reading Aims

To foster a lifelong love of reading.

To support children to be able to read for pleasure and for purpose.

To enable children to make progress in reading and develop their fluency, accuracy and comprehension.

To develop children's acquisition of language and vocabulary so that they are competent readers who understand what they have read, and competent writers who can apply vocabulary and language effectively.



**How our  
reading  
curriculum is  
structured**



# *Learn to read then read to learn.*

Children are taught to read initially through the Phonics programme *Bug Club Phonics*, before progressing through a variety of specially selected books in the “bridging” phase and ultimately moving onto “Free Reading” from a range of carefully chosen fiction and non-fiction texts.

Children are given the opportunity to hear a wide variety of fiction, non-fiction, poetry and plays read by adults, who model “what a good reader sounds like.”

When they are competent readers they can *read to learn* and continue to develop their comprehension skills. We teach children to:

- read the lines;
- read between the lines;
- read beyond the lines.

We provide pupils with a range of strategies in order to learn to read for pleasure and purpose.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Daily "Bug Club Phonics" session.		Daily phonics and/or spelling session.				
Small group guided reading sessions weekly.		Whole class or small group reading sessions weekly.				
Individual 1:1 reading with focus children						
		Reciprocal Reading intervention for focus children.				
Whole class reading for pleasure – teacher reads to the class						
Individual reading for pleasure – reading corners, library books, etc.						

# Reading for Pleasure

Fostering a love for reading in children is extremely important and we believe that if children develop that love of reading, they will be more successful learners as well as life-long readers.

Class texts have been carefully chosen to complement learning, to provide a mixture of classic and contemporary authors and poets, and to ensure a wide range of genres and styles of writing are explored.

Classes also use a poetry anthology which is read throughout the year.

We have ensured that through these texts, which are identified to support the direct teaching of reading skills and writing, children are exposed to a rich and varied diet of literature.



# Early Years Foundation Stage

# Reading Sessions

We choose books that the children are interested in and talk about. We also choose well known texts, from quality children's authors, that link to our topics and those which are just a pleasure to read! We read as often as possible to and with children but at least once a day. This can be in the form of reading a whole class story, in small groups, in the reading area with individuals, or by encouraging the children to join in with rhymes and songs.

On entry to Reception, the children are assessed so we are aware of their starting points. All of the children are taught together for phonics and are regularly assessed in order to identify gaps in learning. Children who have gaps in knowledge will receive additional support either in small groups or 1:1.

Children's reading books are matched to phonics sounds and stages. When taking home reading books, or reading their allocated online books, the children will be able to read the words that appear as they will have been taught those sounds within their phonics sessions. This allows the children to enjoy the book because it can be decoded. Children also have word lists to practise which link to the books they are reading and include high frequency and common exception words so that children can learn to read these words on sight.

# Phonics

At Enstone, we teach systematic, daily phonics sessions using the *Bug Club Phonics* programme in a very structured way. Our long-term plan for phonics clearly shows the progression of knowledge in our phonics teaching. It sets out which phase is taught in each year group and term, as well as the phonemes that are mapped out for each week. This enables teachers and support staff to know what is being taught that week, children's prior knowledge and what the next steps in their learning are. It also enables staff to quickly identify children who require timely intervention through formative assessment strategies.

Summative assessment is built into this plan for the end of each phase.

# A typical phonics lesson

There are four stages to our phonics sessions:

- Revisit/review – rapid recall of phonemes and blending to read words
- Teach – the new phoneme is taught
- Practice – Children read the phoneme and/or write it
- Apply – Children read words containing that phoneme and/or write them.

# How is reading assessed?

In Reception we assess the children's progress in relation to the EYFS curriculum using the Development Matters statements. We observe the children in the areas of provision, during adult led tasks and in small group/whole class activities. In Reception, children will read independently to an adult as frequently as possible.

We use regular phonics assessments to identify any gaps in knowledge so that these can be addressed.

When assessing our children we take into account their phonic skills and their ability to talk about the text (comprehension.) As the year progresses, we also look at how fluent the children are becoming when reading books that are matched to their phonic ability.



# Key Stage 1

- Children take home Bug Club Phonics books that are closely matched to their phonic levels until they are secure at Phase 5 phonics. After this point, children move onto the “bridging selection” which are books carefully chosen to allow them to keep practising their known phonics and high frequency words, whilst branching out into longer stories and more unfamiliar vocabulary.
- During whole class reading or reading comprehension exercises, texts are chosen to link to the reading objectives being taught. They may also link to the topic or theme currently being covered in class. For example, this could be a non-fiction book linked to the history topic, or could be a poem featuring rhyme. These texts are mapped out for every half term (see long-term English plan).
- In Years 1 and 2, children read on a 1:1 basis with an adult in school as often as possible. They also take part in a weekly “book talk” or guided reading session as a small group. Every day will finish with a story time session.

# How we assess reading in Key Stage 1

- Teachers assess throughout the half term based on their observations of children in different reading sessions. Teachers may make notes, and keep records, as well as annotating planning. PIRA assessments are used in Year 1 and Year 2 to support teacher assessment judgements.
- In Year 1, reading is also assessed by the Phonics Screening Check, taken in June. This is retaken by children in Year 2 who did not pass in Year 1. In Year 2, children work on developing their comprehension skills and read a wide range of genres throughout the year.



# Key Stage 2

# Reading Sessions

- Whole class guided reading sessions take place once a week and directly teach the National Curriculum reading objectives.
- Each class is exposed to a rich and varied reading curriculum. During reading sessions and through the teaching of reading and writing objectives, children will study: the class reading book, extracts from books, fiction books, non-fiction books, poetry and plays.
- A long-term plan has been created to ensure a breadth of authors, styles and genres are covered across Key Stage 2.

# Opportunities to read

Children in KS2 have the following opportunities to read and enjoy books throughout the school week:

- Whole class guided reading
- Story time at the end of the day
- Quiet choice reading in the class reading areas
- Reading to an adult
- Reading to a younger child (Reading Buddies)
- Paired reading
- Reading in support of all curriculum areas

# Assessment

- Reading assessment takes place daily through quality first teaching (planning, teaching and reviewing learning each day).
- Ongoing formative teacher assessment against the NC objectives.
- PiRA reading assessments and SATs papers – summative assessment at the end of each term.

# Promoting a love of reading

We aim to promote a love of reading by:

- Ensuring each classroom has a bright, welcoming reading area with recommended books for the children.
- Maintaining an up-to-date school library which offers a variety of reading materials and a comfortable area which allows the children to explore the books.
- Participation in the Oxfordshire Book Awards.
- Participation in the Chipping Norton Literary Festival.
- Lots of opportunities for reading and discussion.
- Adult modelling of positive reading behaviours.
- Reading buddies scheme (older and younger children are partnered to share books).
- Key Stage 2 book club (Bookworms)