



Christ Church CE VC Primary School

“Together we learn - Together we grow - Together we flourish”

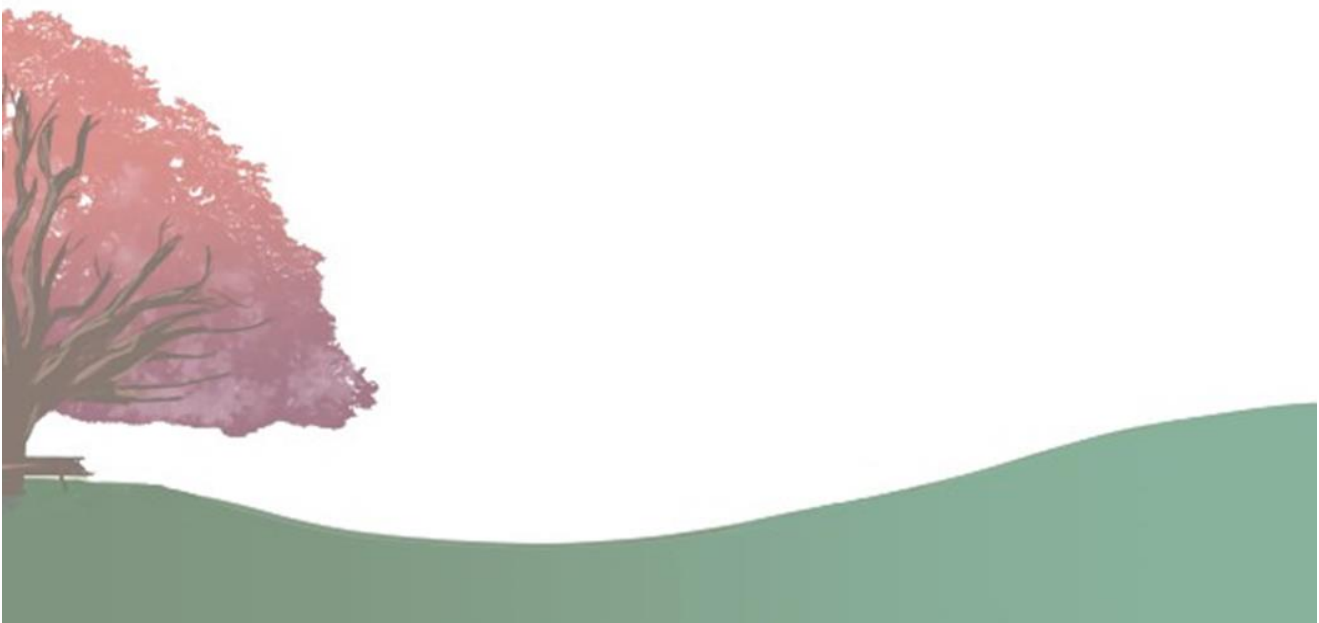
Some seeds fell on good earth and produced a harvest beyond wildest dreams.

Matthew 13:8

Reading Curriculum Policy

Date agreed: February 2023

Review date: February 2026



A tall, vertical stack of numerous books of various colors and thicknesses. A single red apple is placed on one of the books in the middle of the stack.

Intent

A Christ Church child is impossible to define. Their personalities, backgrounds and diversity are valued and our curriculum design is rooted in the local community we serve.

At Christ Church Primary School, reading is at the heart of the curriculum. We value reading as a key life skill, and are dedicated to becoming an outstanding reading school in order to enable our pupils to become lifelong readers. From EYFS to Year 6, we strive for our children to develop a genuine enthusiasm for reading and appreciate the window to the world they provide for them to develop a

wider understanding and acceptance of the world around them.

We endeavour for our children to become independent readers and thinkers who can develop their own thoughts and opinions on a range of familiar authors. We understand the importance of Early Reading and pride ourselves on ensuring we maintain a 'keep up' not 'catch up' approach to developing our young readers.

We foster a successful home-school partnership, which enables parents and carers to understand how their child is taught to read within school and the impact they can have to enhance these skills further at home. We provide parent workshops and offer a range of support and advice for parents to access across all academic phases.

Ultimately, we believe reading is the key for academic success. It is our intention that by the end of their primary education, all pupils will be able to read fluently and with confidence in any subject across the curriculum; allowing them to explore their own areas of interest and develop their own thoughts on the world around them.

"That's the thing about books.

They let you travel without moving your feet."



Phonics and Early Reading at Christ Church

Intent

Phonics

At Christ Church we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the [*Little Wandle Letters and Sounds Revised* progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Christ Church, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Comprehension

At Christ Church, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a reading team who drive the early reading programme in our school. The team monitor and support all our staff who teach reading, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

Implementation

Daily phonics lessons in Reception and Year 1

- In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the [*Little Wandle Letters and Sounds Revised* expectations of progress](#):

Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.

Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Teaching reading: Reading practice sessions three times a week

- In Reception 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.
 1. We use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and reading grids.
 2. Children 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:
 1. decoding
 2. prosody: teaching children to read with understanding and expression
 3. comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. 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, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Ensuring consistency and pace of progress

- Every adult in Reception, Year 1 and Year 2 has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson.
- The reading team regularly monitor and observe teaching to ensure consistency.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace. In term 3, any child needing keep up will move onto the Little Wandle Rapid Catch Up programme. These lessons last 20 minutes and take place every day either 1:1 or in a small group.

- If any child in Year 3 to 6 has significant gaps in their phonic knowledge when reading or writing, we plan using the Little Wandle Rapid Catch Up programme to address specific reading/writing gaps. Children in these year groups who need to develop fluency will receive fluency sessions using strategies from the 'Reading for Fluency Project.'

Additional reading support for vulnerable children

- Summative and formative data is used to identify children who need additional support and gaps in learning. These children will receive daily additional keep up sessions.

Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
- In addition to the phonics book, each child will also take home a sharing book. This book is valued highly as a tool to promote a desire to read.
- If parents/carers require additional books to share with their child they have access to an ebook subscription.
- We hold early reading workshops with our families to engage, support and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision.
- Our families also have access to the [Little Wandle Letters and Sounds Revised parents' resources](#) online.

Impact

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Assessment for Learning	Summative	Statutory	Ongoing
<p>Daily within class to identify children needing keep up support.</p> <p>Weekly in the review lessons to assess gap, address these immediately and secure fluency of GPCs, words and spellings.</p>	<p>Every six weeks to assess progress, to identify gaps in learning that need to be addressed to identify any children needing additional supportive and to plan the keep up support that they need.</p>	<p>Children in Year 1 sit the phonics screening check.</p> <p>Any child not passing the check resits it in Year 2</p>	<p>Children in EYFS, Year 1 and those still requiring phonics are assessed through their teachers ongoing formative assessment as well as through the half termly Little Wandle Letters and Sounds revised summative assessments.</p>

Guided Reading (Year 2-6)

Year 2:

- Year 2 children will have a whole class guided reading session 4 times per week for between 20 -30 minutes.
- The children will practice their reading fluency and stamina, as well as learn a variety of strategies to predict, retrieve, sequence, infer and understand vocabulary in context.
- A mix of non-fiction and fiction texts are used and high quality books are chosen to engage the children. A text might be used for 1-2 weeks or longer if appropriate. The skills taught will be based on the need of the class and to ensure coverage of the curriculum.

Key Stage 2

In lower key stage 2, children will have a whole class guided reading session 3 times a week for 30-35 minutes. They will continue to build on the strategies introduced in year 2, including prediction, retrieval, sequencing, inference and understanding vocabulary in context. In lower key stage we will also begin to introduce the skill of summarizing which will be developed further in Upper Key stage 2. In upper key stage 2 children receive guided reading sessions 4 times a week for 20-30 minutes.

Our teaching sequence incorporates VIPERS, alongside our Ashley Booth approach, to support flexibility in the teaching sequence. As a result, children continue to practice the key skills for their key stage weekly, however the sequence of learning enables teachers to adapt and meet the needs of their class, ensure coverage of the curriculum and maintain engagement in the text.

To ensure children are exposed to a range of text types we use and make links across a variety of texts, including extracts, novels, poems and videos. Often, lengthier texts are used initially in Guided Reading before becoming a class reader for children to enjoy aloud, or to read independently because they have been inspired to explore further.

Texts are read through a range of different strategies including; adult led, reciprocal, chorus and independent reading. The majority of our vocabulary tasks are completed orally as a class discussion. In addition to this, rapid retrieval questions are practiced daily to improve pace and develop the skills introduced in Year 2 – these tasks are presented as a mixture of discussions, and written work.

Impact – Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

AFL	Summative	Statutory	Ongoing
Daily within class to identify children needing additional support.	To assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan individual and group interventions.	Children in Year 2 and 6 will sit SATS.	Children from Year 2 to 6 are assessed through their teacher's ongoing formative assessment. Intervention is provided for any child identified as needing additional support.

Years 3, 4 and 5

In Years 3, 4 and 5 children complete termly NFER assessments. These assessments mirror the style and format of National Curriculum assessments to help build children's confidence in sitting formal assessments. Questions across all papers appear in a variety of formats to maintain engagement and to reduce dependency on the skill of writing.

Pupil performance is analysed and diagnostic commentaries are used by class teachers to inform planning for the whole cohort and individuals. Through this, class teachers are able to identify common misconceptions, make comparisons to results nationally and identify strengths and weaknesses in order to inform next teaching steps.

Year 2 and 6

In Year 2 children are given the opportunity to experience past SATS questions in terms 3, 4 and 5 in order to familiarise themselves with the format of a standardised test.

In Year 6, children complete termly reading assessments based on past SATS papers. These assessments help children to develop their confidence and understanding of National Curriculum assessments across fiction, non-fiction and poetry text types.

Pupil performance is analysed and diagnostic commentaries are used by class teachers to inform planning for the whole cohort and individuals. Through this, class teachers are able to identify misconceptions to results nationally and identify strengths and weaknesses in order to inform next teaching steps.

Reading for pleasure across the school

'Reading for pleasure is the single most important indicator of a child's success.'
(OECD 2002) *'The will influences the skill and vice versa.'* (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- Class stories:
 - We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Christ Church and our local community as well as books that open windows into other worlds and cultures.
- Book corners:
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
 - In Reception, children have access to the reading corner every day in their continuous provision and the books are continually refreshed.
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- Links with the community:
 - There are close links with the local library and opportunities for children to visit the library with their class.
 - Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book author visits and workshops, national events etc).
 - Children from Reception onwards have a home reading record. The parent/carer dates when they have heard their child read and have the opportunity to record any comments. The adults will stamp the child's reading record in every reading session. If a child is heard 1:1 then an adult may also write a comment.

Other inspiring reading activities:

World Book Day:

Range of activities, including dressing up, story 'hats', author visits and workshops.

Extreme reading challenge:

Children are invited to take a picture of themselves reading in wild and wacky places.

Book bingo:

Fund raising event to promote a love of reading across a wide range of genres. Eyes down house!

Reading buddies and whole school reading swaps:

A termly chance for children from Year 6 to work with younger children in the school to promote a love of reading.

Teachers reading club:

Every term teachers meet to discuss recommendations to each other about which texts are motivational and inspirational class reads.

Class reads:

Inspirational texts chosen by the class teacher to share with children and enhance reading in their pupils.

Reading ambassadors:

Each year group has a representative to meet with the reading lead in order to discuss reading opportunities and the promotion of reading in school.

Reading club:

A warm and safe space for the children of all ages to go and read and avoid the hurly burly playground.

Reading displays:

On classroom doors each teacher displays what they are currently reading themselves, as well as what their class read is, as well as 'What we've Read' – a whole class record of what the children have enjoyed reading.

