

Curriculum Statement

Reading

Intent

At Claremont Primary School we put reading at the heart of our curriculum. We recognise reading as a vital life-skill that all children need and we also aim to develop a love of reading that will stay with the children for life. Reading is taught as part of the National Curriculum for English. Children learn to read a variety of fiction and non-fiction texts, and use their reading skills in many other areas of the curriculum. Children are introduced to reading as soon as they start in our Nursery through listening to and sharing stories. From Reception, and throughout Key Stage 1, children have a daily phonics lesson Following the FFT Success for All validated phonics scheme. Phonics lessons are extended into key stage 2 to support children through whole class teaching or as an intervention as appropriate. Teaching children to become fluent readers is a large and exciting part of what we do at Claremont Primary School. We have lots of opportunities for reading exciting books and materials. Reading underpins learning in every subject and teachers take every opportunity to provide opportunities for reading at length in the wider curriculum. Reading enables children to make links to their own lives and other curriculum subjects providing opportunity for oral discussions in all subjects. This also helps prepare pupils for high school and the more in-depth reading across the curriculum which is required. A high proportion of our children have English as an Additional Language (EAL) so we ensure that teachers and TA's incorporate key vocabulary and clearly model skills using visual aids, ICT and cues to enhance the learning. We ensure our reading curriculum includes enrichment experiences such as visiting libraries and working with authors within school and online. All children are given the opportunity to access the curriculum at their level and are provided with the resources required to enhance their understanding.

Vocabulary development is at the heart of the teaching of reading as we recognise the importance of building a wide vocabulary in order to understand texts. Oracy is prioritised in order to build vocabulary for all children. Wellcomm is used as a screening tool in Early Years for this. Children in key stage one and two investigate new vocabulary in Guided Reading sessions, English lessons and through other subject areas. Our aim is for all children to reach their full potential in reading. There are a wide range of opportunities and support for children that have a specific learning difficulty in reading.

Implementation

Early reading is prioritised in EYFS and KS1. It is underpinned by FFT Success for All validated phonics scheme which is taught daily. EYFS and KS1 ensure

training in teaching phonics is held regularly and all teaching is to the same high standard and uses a consistent approach which the children are familiar with. All staff in school receive training in phonics, to support their teaching of reading.

In reception and year 1, the children take part in a daily shared reading session using a book that is linked to their daily phonics lesson. These books are shared with parents in an online version, so the children can read the book at home. All children in school have access to Bug Club books online, which is monitored by staff and the children can access books at a suitable level. This is introduced to children from the Summer term in Nursery.

Progression in phonics is closely monitored and assessed and home and school reading books match each stage of phonics learning. Children have access to a wide variety of texts in school and to take home so that they can develop their understanding of the meaning and structure of texts. The use of phonetically decodable books for younger children and EAL pupils at the start of their reading journey ensures the application and consolidation necessary for effective decoding.

We use a variety of reading schemes to support the children in their learning of reading, these include: Collins big cat, Ransom reading stars, bug club, PM, Lighthouse, Maverick and Booklife. Books are levelled by book band colours and this is matched to their phonics knowledge up to orange level to ensure books are decodable.

Children in EYFS take home a book for an adult to read to them containing examples of alliteration, rhyme, repetitive or predictable language. These books are sometimes sent home with older children, to support language development.

Teachers monitor children's reading fluency and accuracy through Running Records, ensuring that children are accessing the correct level of text in guided reading lessons and as a home reading book. Assessment of comprehension is carried out through Guided Reading sessions and by using PiXL tests on a termly basis where appropriate. The school have recently begun to use GL assessments and the Reading Assessment Programme from FFT.

The results can be analysed by class teachers, the reading lead, English leads, SENDCo and Head teacher.

Phonic knowledge and application are assessed through phonics screening checks for children in year 1 or for those who did not meet the phonics standard in year 2.

Impact is also measured through end of key stage assessments in EYFS, Year 2 and Year 6 as well as phonics outcomes in Year 1 and Year 2.

Children from year 2 upwards take part in a daily Guided reading session which teaches them a range of skills and strategies they need to read and comprehend. The structure of the Guided Reading session is consistent across the school and all staff receive training in Guided Reading.

Claremont Primary School employs a Specialist Reading teacher to support staff and pupils across the school.

We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. Reading for pleasure is modelled by adults across the school and children hear adults read on a daily basis through our carefully planned reading spine books and as part of the wider curriculum. Children have access to a book swap where they can choose a book to read in school or to take home. This is introduced during nursery and continues through the school.

Each class has a reading area and children are able to read a book of their choice. This could be independent reading or with support from an adult or peer as appropriate.

Reading interventions are used to support pupils who have difficulties in reading progression. Interventions used across the school include:

- FFT Lightning Squad Tutoring
- 5-minute box for phonics.
- Extra Guided Reading sessions.
- Targeted phonics groups in EY and KS1.
- Extra phonics sessions.
- Individual lessons with a SPLD teacher.
- Individual or group sessions with a reading specialist.
- Individual or group sessions modelled on Reading Recovery strategies.
- Reading fluency sessions with a reading buddy or an adult including volunteers from Manchester University.

Impact

Regardless of background, ability or additional needs, by the time children leave Claremont Primary School, they will:

- Be enthusiastic and motivated readers who are confident and will enjoy reading a wide variety of genres and text types
- Have the skills to decode words in order to be able to read fluently with a secure understanding of what they have read
- Be inspired by literature and will read for pleasure.