

English – Reading Subject Rationale

Our Vision

LOVE, LEARN, SHINE.

SHINE in the light and love of God.

LOVE

We nurture each individual to be happy, healthy and safe, build positive and respectful relationships with others valuing their uniqueness and including everyone.

LEARN

We inspire children to a lifelong love of learning, to develop wisdom, knowledge and skills and be fluent, confident learners who are well prepared for life in a diverse world.

SHINE

We support children to grow and develop socially, emotionally, physically and spiritually, helping them to shine and share their light enabling themselves and others to flourish.

'People do not light a lamp and cover it with a bowl or put it under the bed. Instead they put it on a lampstand, so that people will see the light as they come in'.

Luke 8 V16.

Vision into Curriculum

Our vision translates directly into our curriculum in that:

Our curriculum promotes a love and appreciation of life and learning enabling children to *SHINE*, realise a passion for what is possible and enjoy life in all its fullness

National Curriculum Aims and Purpose

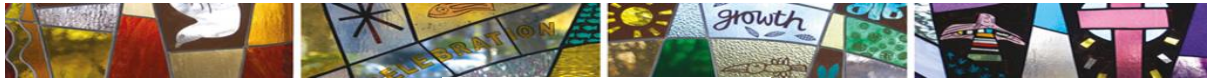
A well planned and effectively implemented curriculum begins with a sound and secure knowledge of the National Curriculum purpose and aims for the subject.

In English they are;

National Curriculum Purpose

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on





what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

National Curriculum Aims

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Quality First Curriculum Implementation in English Reading

Quality first curriculum implementation in reading supports all children to become fluent readers and writers. At St Peter's, we use Little Wandle, Letters and Sounds Revised, a systematic and synthetic phonics programme.

Phonics

Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term. In EYFS and Year 1, the children learn four new sounds a week and then consolidate that week's learning. Any child in Year 2 who is not fully fluent at reading or has not yet met the standard of the Phonics Screening Check will continue with daily phonics. These children urgently need to catch up, so the gap between themselves and their peers does not widen. If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading or writing gaps. This ensures that children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

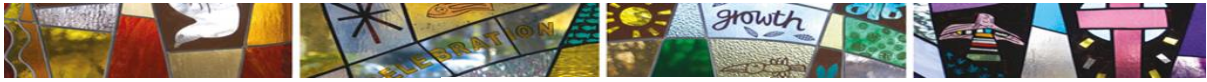
Teaching Reading in EYFS and Year 1

We teach children to read through reading practice sessions three times a week which use books matched to the children's secure phonic knowledge. Each reading practice session focuses on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

The fully decodable reading practice book is then taken home to ensure success is shared with the family. Reading for pleasure 'sharing stories' also go home for parents to read and enjoy with their children.





Teaching Reading in Year 2 and KS2

Prosody and comprehension skills are taught and practised through the use of Guided Reading lessons in addition to their English lessons. Children will learn to answer questions about a text using the Reading VIPERS – Vocabulary, Inference, Prediction, Explanation, Retrieval and Summary.

Once the children have a secure phonic knowledge, they will also move onto our school Reading Scheme; this is a combination of fiction and nonfiction books placed into sets appropriate for a child's reading development. Once a child is a competent reader and they can show fluency and a deep understanding of what they have read they will be encouraged to read a wide range of age appropriate texts from our year group Recommended Reads lists.

Ensuring Reading for Pleasure

At St Peter's, we value reading for pleasure highly, and encourage children to grow a love of reading. We read to children every day; our teachers carefully select a range of rich and diverse texts including books that reflect the children and our local community as well as books that open windows into other worlds and cultures.

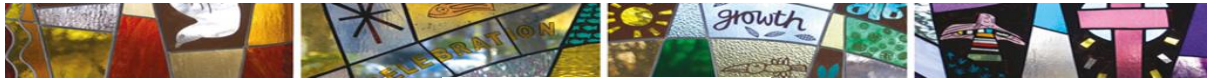
We value reading as a crucial life skill. By the time children reach the end of Year 6, they read confidently for meaning and regularly enjoy reading for pleasure. We encourage our children to see themselves as readers for both pleasure and purpose.

Essential Characteristics of English

A feature of our curriculum design is the use of Essential Characteristics. These are the learning characteristics developed through the subject overtime. They act as a common thread between all the units studied in a subject and are developed from Early Years to Year 6.

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.





Reading Threshold Concepts

A further feature of our curriculum design are Threshold concepts.

Threshold concepts are the 'big ideas' that shape children's thinking within each subject. The same threshold concepts will be explored in every year group and children will systematically build their understanding of them. An important principle, is that exploring concepts will never be complete; children will continue to explore them for as long as they continue to study the subject.

In reading they are;

1. Read words accurately

This concept involves decoding and fluency.

2. Understand texts

This includes reference to the Reading VIPERS – Vocabulary, Inference, Prediction, Explanation, Retrieval and Summary.

Knowledge in English Reading

Knowledge in reading typically falls into two categories. Substantive knowledge includes the recognition of all GPCs. Disciplinary knowledge relates to the decoding and therefore reading of words to construct a comprehension of a text.

Monitoring & Assessing Progress in English Reading

By progress, we mean children knowing and remembering more. The key question we ask is; *'has a child really gained the knowledge to understand the key knowledge and concepts'*.

Tracking children's progress throughout their school life is vital in order to establish their acquisition of knowledge and skills. In EYFS and Year 1 assessment for learning is used daily to identify children needing keep-up phonics support as well as weekly, in the review lesson to assess gaps and secure fluency of GPCs, words and spellings. Children's phonic knowledge is assessed every six weeks to ensure progress. Children in Year 2 to Year 6 are assessed through teacher's ongoing formative assessment. All children at St Peter's will complete termly NTS reading assessments where strand analysis will inform key stage pupil progress meetings.

Statutory Assessments

Children in Year 1 sit the Statutory Phonics Screening Check and any child not meeting the standard of the check re-sits in Year 2. In addition to this, children in Year 2 and Year 6 will sit the SATs in reading.

