



The Intent, implementation and Impact of our Curriculum – The Arts

English

Reading

Intent

“Teach a child to read and keep that child reading and we will change everything. And I mean everything” (Jeanette Winterson)

At Christ Church Primary we value reading as a key life skill. We believe that with the right support every child can, and will, learn to read. We are passionate about teaching our children to become life-long readers and aim to instil a love of reading in all of our pupils. We believe that the daily, consistent teaching of phonics, following the Read Write Inc scheme of work is a strong foundation which equips the children with the necessary skills to decode and blend and comprehend the words they read with increasing fluency and confidence.

We passionately believe that learning to read continues beyond the daily phonics lesson. Daily guided reading sessions also enable us to offer targeted support to pupils when developing their comprehension and vocabulary skills. We strive to support our children in further developing their reading skills through the use of high-quality, vocabulary rich texts throughout the curriculum at Christ Church. Knowledge Organisers are shared with children at the beginning of each topic and contain a list of subject-specific vocabulary that children are expected and supported to read, use, spell and understand.

Implementation

At Christ Church our aim is to teach all of our children the basic, fundamental skills of reading early in their school journey. We follow the Read Write Inc scheme for teaching phonics and children are introduced to Set 1 single letter graphemes in nursery. All reading teachers follow the same pattern of teaching reading throughout the school to ensure consistency for children. Children are introduced to a new sound at the beginning of every lesson, or they recap an unfamiliar sound. They learn to recognise these sounds in words and segment and blend the words together, developing fluency as each word is revisited. They are also assessed on their recognition of these sounds through reading them in pseudo ‘alien’ words.



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Children are assessed every half term and grouped according to ability across the key stage. These groupings continue throughout the school for children who still benefit from phonics teaching. In upper key stage 2 we use the 'Fresh Start' programme of study that follows the same principles of RWI but with texts aimed at older children. Phonics is taught at the same time to ensure maximum staff availability across the school.

Children progress through the colour coded reading books that are specifically targeted to the Speed Sounds they are familiar with in order to find the 'goldilocks spot' of reading (a book that is not too easy but not too difficult). To ensure progression children are further challenged with multi-syllabic words as they move through the reading books. Children follow a three day or a five-day teaching timetable and read each book three times to build confidence and fluency. They also answer a range of inference, retrieval and vocabulary- based questions to ensure understanding. Children take home a reading book from the colour book band they are currently reading on a daily basis in order to practise at home and build confidence. Those children finding reading less easy to grasp are given additional one-to-one interventions during the afternoon. These are identified by reading teachers and the reading leader through teaching lessons and through assessments. More rapid graspers are accelerated through the programme and given opportunities to demonstrate a deeper understanding through extended answers, targeted questioning requiring more reasoned answers and making links across the curriculum. Alongside our reading scheme, pupils are familiar with the Accelerated Reader system. The system allows pupils to track their reading progress, keep a record of the books they have read, and quiz the reader on the book they have just finished. All this allows for a simplified way of children selecting the correct level of book for them using their provided ZPD (zone of proximal development) level.

At Christ Church we believe that learning to read goes beyond phonics lessons and so we follow a rigorous approach to developing reading skills, embedded throughout the curriculum. Each week English lessons begin with a reading comprehension to expose children to a high level of vocabulary, which they are encouraged to 'magpie' to use in their own writing. The comprehensions also focus on the genre type and children are supported to a range of questions relating to VIPERS skills of vocabulary, Inference, Prediction, Explanation, Retrieval and Sequencing (KS1) Summarising (for KS2 along with analysis of language and author intent). Regular guided reading sessions throughout the week allow targeted support in order for children to progress. Children study a minimum of 10 books in detail throughout the year, using them as a stimulus for their writing. They include books which reflect the children's interests or experiences to hook them in, books from unfamiliar settings to build on their own imaginations, books with ambitious vocabulary, contemporary and traditional classics and books with



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a theme for reflection and discussion. A whole school project is also carried out on a picture book and a cross curricular text is also studied in depth.

At Christ Church, we have introduced a rewards system to encourage children to read a minimum of three times a week at home. The class that has the most children achieving this target each week win a token and the class with the most tokens at the end of a half-term are given the opportunity to use their token on the school's Book Vending Machine for their class library. The children's successes are celebrated with a visual class chart each week in assembly and also with a rewards assembly at the end of each half term. Star readers are published in our school newsletter. The children who have read the most in each class each half-term are rewarded with a trip to our 'Starbooks' café set up in our school library to enjoy a treat whilst spending extra time in our newly refurbished library. We have also established a reading-buddy system. Older children are paired with younger children who are not having the opportunity to read at home. They spend two lunch times per week reading with them in the school library in order to help build their confidence in reading. We also offer a book club to each year group where we often look at new books that have recently been published and write to authors. This is also attended by our Reading Ambassadors who represent the school on the type of books children enjoy, themes and ideas for World Book Day and extra-curricular activities linked to reading.

Staff model fluent reading and a love of reading throughout all lessons but explicitly read to the children for pleasure for the last 20 minutes of everyday. Staff also share a weekly bedtime story for all children on our social media. During lock down this was increased to three times a week to ensure children at home had regular access to a bedtime story.

We also recognise that it is important to involve the whole Christ Church community when developing a love of reading in our children. During our World Book Day celebrations, we invite 'local stars' from our community into our school to read with our children and talk about their favourite books. We also invite parents into school for a 'stay and read' with their children. We open our library on a regular basis to parents to come and read with their children before and after school. School-based workshops with parents are arranged in order to share best practice with parents on how to support their children with their reading at home. Phonics meetings for parents of Reception and Year 1 children and SATs meetings are well attended.

Since refurbishing our school library each class is given an allocated time slot each week to visit. Whilst here they have access to a wide range of books to enjoy or story telling props to use to create their own stories as a class or in groups. This is important to encourage the children's imagination and language development. Teachers are given support and guidance on how to lead these sessions from



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external providers such as 'The Storybarn'. Follow up lessons in class can also enable children to plan draft and edit these stories to bring them to life and instil a sense of pride and ownership. Authors are also invited into school regularly to read to our children and hold interactive workshops with the children to help them create their own stories.

Designated reading time is given throughout the week for teachers to read aloud, a classic story for pleasure. This demonstrates fluent reading and allows the children to hear a book being read without struggling to sound out the words. Pupils are exposed to a minimum of 10 books throughout the academic year which are studied in depth, many other books and excerpts from books are used both in English lessons and across all subjects.

We hold regular events to promote a love of reading across school and high-quality texts are always at the heart of our 'Together We Can' curriculum which we use to promote our values and PSHE themes. We have developed close working relationships with local organisations, such as The Storybarn and have planned visits, both in person and via zoom to promote a love of reading for our children. Three evenings a week, a member of staff shares a 'Bedtime story' on our Twitter and Instagram sites to encourage the children to listen to a story at home.

We regularly participate in national celebration days, such as Read Aloud Day, World Book Day and Book Week and use these as an opportunity to celebrate our love of reading and plan activities to embed these skills across the curriculum. We have developed excellent relationships with local authors, such as Frank Cottrell-Boyce who visit our school and inspire our children through story telling.

Impact

Through consistent teaching of systematic phonics, we aim for all Christ Church children to become fluent readers by the end of Key Stage 1. This means reading approximately 90+ words per minute. Through continuing to teach high-level reading skills throughout Key Stage 2 Christ Church children develop the deeper comprehension skills needed to prepare them for Key Stage 3 and life beyond education. These are important skills that are transferable across the curriculum and in life.

Reading judgements are secured through the triangulation of test data, evidence from the pupil and the curriculum. Our test data comes from NFER assessments, SATs, Benchmarking and Accelerate Reader (AR test outcomes and half termly Star Reader tests).



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Christ Church parents and carers will have a good understanding of how they can support reading and home, and contribute regularly to home-school records as well as participate in reading opportunities in school.

The percentage of children at Christ Church achieving at least the age-related expectations or above will be at least in line with the national average.

At Christ Church we aspire for all of our children to become confident, enthusiastic, life-long readers; helping them to develop socially, emotionally, culturally and spiritually in our society.