**Curry Rivel Church of England Primary School**



**Curriculum Overview: Reading**

*Our curriculum approach to reading reflects our ethos statement ‘Caring, Curious and Confident’.*

*In particular we aim for pupils to develop curiosity in reading as well as providing opportunities to work co-operatively with others and become confident and resourceful learners.*

**Intent**

At Curry Rivel Church of England School we believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want pupils to develop a love of reading, a good knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from texts. By the end of their time at primary school, all children should be able to read fluently, and with confidence, in any subject in their forthcoming secondary education. We do not put ceilings on what pupils can achieve in reading and we do not hold pre-conceptions about any pupils’ ability to make progress. We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through good quality texts.

**Implementation**

-Children are read to daily in all year groups, listening to a wide range of stories, poems and non-fiction texts. A selection of key, age-appropriate texts form the basis for story time in each year group to ensure a minimum offering is met.

-In EYFS and Key Stage One we teach initial skills of reading through systematic synthetic phonics. We teach phonics using the ‘Letters and Sounds’ scheme with the support of the actions from ‘Jolly Phonics’. Phonics is taught as a daily lesson from the beginning of Reception.

-As children progress through Reception and move into Key Stage One, the children are taught further reading skills in Guided Reading sessions. These sessions are small group focus sessions with the teacher or teaching assistant, where phonics is revised, sight words reinforced, and the children have the opportunity to read independently. These guided reading sessions use Collins Big Cat Phonics for Letters and Sounds books. A book is read for the duration of two sessions with the first session focusing on fluency and the second session focusing on comprehension skills.

-In EYFS and Key Stage One we teach phonics as whole class lessons and in Key Stage Two we teach reading skills as whole class lessons. This is so that all children have access to the age related skills and knowledge contained in the National Curriculum. Within lessons, teachers and teaching assistants target support to help children achieve age-related and to provide opportunities for children demonstrate a greater depth of understanding through extended answers, targeted questioning requiring more reasoned answers and making greater links across and between texts.

-In Years three to six, whole class guided reading is used, following an agreed structure and at least three sessions are taught per week.

-Reading detective dogs are used to support the development of comprehension skills from Years One to Six.

**Books**

In EYFS and Year One, we use the Collins Big Cat Phonics for Letters and Sounds scheme to ensure children are provided with a book that is phonetically decodable. This is chosen at a level suitable to the individual child and enhanced by the sending home of a ‘Sharing Book’ once a week to ensure children are exposed to high-quality texts to help develop their language.

From Year Two, when appropriate for the individual child, children are transitioned onto Accelerated Reader. This scheme is used throughout Key Stage Two, unless a child requires further support with decoding and their grasp of phonics. Teachers and teaching assistants monitor and adapt book levels, as and when appropriate for the individual child.

All pupils have a home-reading record which they are encouraged to take home daily. Parents and carers are asked to add comments to the home-reading records to indicate how much pupils have read.

**Impact**

At Curry Rivel Church of England Primary School children will enjoy reading across a range of genres and authors. They will use a range of strategies for decoding words, not solely relying on phonics, and be able to understand the texts they read with confidence. Parents and carers will have a good understanding of how they can support reading and home and contribute regularly to home-school records.

**Recording**

Children’s learning is recorded in a variety of ways, depending on what is appropriate to the nature of the lesson. In phonic sessions, evidence is recorded on whiteboards and photographed, where appropriate. In Key Stage Two, guided reading session evidence is recorded in Learning Journey Books and additional comprehension evidence can be found on Accelerated Reader.

**Assessment**

Phonic Assessments from the Collins Big Cat Phonics for Letters and Sounds scheme will be used on a half-termly basis for children in EYFS and Key Stage One.

Accelerated Reader Assessments: Star reader assessments will be undertaken at the beginning of each term for any child accessing Accelerated Reader and a new Zone of Proximal Development (ZPD) range given. Children will take book quizzes after they have finished an AR book and teachers will monitor these results to check a child’s comprehension level and adjust their ZPD range accordingly.

**Reporting**

Star reader assessment results will be reported on a termly basis to parents once a child has completed their assessment. This will inform parents of their child’s reading age and where they sit according to national levels.

At the end of each school year, the progress of each child is reported to parents in an annual written report. A judgement regarding their child’s attainment in reading, relating to the national curriculum for their year group, will be made. Parents will be informed about whether their children are Working Towards (WT), Age Related Expectations (ARE) or Greater Depth (GD).

**Monitoring**

The subject leader will assist the Headteacher in monitoring curriculum overviews and medium term plans, with respect to evident learning during work scrutinies, learning walks, moderation sessions, feedback from pupils about their learning and discussions with colleagues. Accelerated Reader will be monitored by class teachers, the subject leader and headteacher.

**Review**

**Originally written and reviewed by Sarah Samuel**