



# St Francis

## Catholic Primary School

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#### English Curriculum Intent

#### Reading

English has a pre-eminent place in education and in society.

At Saint Francis Catholic Primary School, we aim to provide a high-quality education in English, as we believe that English and communication are key life skills.

Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

English is at the heart of all children's learning. English enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. English is central to children's intellectual, emotional and social development so has an essential role across the curriculum and thus helps pupils' learning to be coherent and progressive. All the skills of language are essential to participating fully as a member of society.

#### **Our aims:**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping children with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all children:

- be effective, competent communicators and good listeners
- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- foster an interest in words and their meanings and develop a growing vocabulary in both spoken and written form
- understand spelling conventions
- use grammar and punctuation accurately
- develop powers of imagination, inventiveness and critical awareness in all areas of English
- acquire an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- enjoy and engage with and understand a range of text types and genres

- 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.

## **Implementation:**

### **Reading**

Reading is a skill essential for life and at Saint Francis Primary School we want our children to leave school with a love of reading. Reading is a habit and that habit needs to be grounded in what we do at school. Children need to see adults loving books, so school staff are encouraged to share their love of reading with the children. This includes magazines, newspapers and online reading as well as traditional books.

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- Word reading
- Comprehension (both listening and reading).

It is essential that teaching focuses on developing a child's competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading to beginners when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through children's experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All children are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases a child's vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds a child's imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all children are able to read fluently, and with confidence in any subject.

## **Components of Reading**

### **Shared Reading:**

Teachers read with children a range of texts focusing on comprehension and specific features and strategies in relation to objectives. This is an opportunity for teachers to model the act of being a fluent reader. Teachers demonstrate to the class by 'thinking aloud' the skills required to be a reader. For shared reading, the text chosen should be at a level slightly higher than the majority of the class and the teacher plans differentiated questions around the text that encourage the children to enjoy, understand, discuss and analyse the written word in a supported environment.

### **Reading Practice Sessions:**

In EYFS children are given the opportunity to explore books in small groups. Initially, this may involve books without words where the children are encouraged to tell the story, learn how to handle books, discover the directionality of print, look at and learn high frequency words and talk about familiar stories.

Later in the school year and in Year 1 the children are grouped according to their ability and partake in reading practice sessions three times a week. The first session is dedicated to decoding the words that the children will encounter in the text. The second session will be focussed on prosody. Children will read the text and practice reading with fluency. The final reading practice session will be focussed on comprehension where the children will engage with questions about the text that they have read during the week.

In Year 2 and KS2, it is expected that they will read a text at instructional level, i.e. a text that they can read independently at 90% accuracy. The class will be taught reading in whole class reading sessions. The teacher will introduce the text and the learning objective for the session and discuss and/or model the strategies for reading which the children are working on.

If a child is not an instructional reader they will take part in catch up sessions with an LSA to support with their decoding and fluency skills.

### **Independent Reading/Home Reading:**

Children engage in independent, sustained reading. It provides an opportunity for pupils to read and enjoy a range of texts and to apply reading strategies. In EYFS, KS1 and lower KS2 teachers keep a record of what the children are reading via a reading record that goes between school and home. In upper KS2 children are encouraged to keep their own record of the books they read in their home school link books.

In KS1, the children reading book banded books that are levelled and kept in colour coded boxes. The levels correspond with the nationally recognised Book Band system.

Basic categories of book organisation will support children in making their individual choices.

In school, there are:

- books grouped by colour-coded reading levels (where appropriate)

- books reflecting the current topics
- fiction and non-fiction books from which children can select their home reading material

In KS2 children select books from the library that are levelled in accordance with Accelerated Reader. These are grouped from Level 2.0 up to Level 10+ books.

We appreciate the parental support that goes hand in hand with developing and fostering a love of reading.

Across the school, children are encouraged to read daily with an adult at home. Details of this reading should be recorded in their reading record.

Teachers and Education Support Staff:

- monitor reading choices for home reading
- check that books are returned to school from home on a daily basis
- follow up any books that are lost

### **Curriculum Impact:**

Assessment criteria has been developed in line with the National Curriculum requirements and enables us to assess children as they move through each stage of their learning journey.

In our school, we carry out regular and consistent learning walks and monitoring to measure the impact and assess the implementation of our curriculum.

Our aim is to achieve a GLD (Good Level of Development) in EYFS in line with national standards, and be at or above the national standard in the Phonics Screening in Year 1, KS1 National Tests and KS2 National Tests.

Assessments are carried out six times a year, with reading, writing and spelling formally assessed. Children's levels are recorded once each term using Target Tracker. Pupil Progress

meetings are held each term, to discuss the progress of individuals in the key areas of reading. Any concerns are raised and additional support put in place.

STACMAT statements are used to aid levelling, alongside teacher judgements and reading comprehension test scores. As part of the SATs at the end of Key Stage 1 and Key Stage 2, children take part in a formal reading test. NFER tests are conducted termly to summatively assess the children progress and attainment.

Little Wandle Letters and Sounds assessments and PM Benchmarking assessment used in KS1 to assess children against the banded books and produced a reading age and book banded level for pupils. Accelerated Reader Star Test data is used in KS2 to assess children's age and stage.