

Reading

Curriculum Intent

Our curriculum offers a high-quality English education provides a foundation for understanding the world and the ability to read, discuss and write about it. At Apley, our English reading curriculum offer is taught through phonics and the immersion in a high-quality text which links to other subjects and themes being studied to develop young learners who have fluency and depth of understanding in a range of reading skills. The children are also given opportunities to analyse and discuss the social, moral, cultural and spiritual aspects of the texts that they are using.

The expectation is that the majority of pupils will move through each year group following our 'Reading Gem' progression document. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Our reading curriculum focuses on giving the children opportunities to apply their phonic knowledge in order to decode unfamiliar words, to analyse and comprehend the texts that they are reading and to develop a love a reading across a range of genres and topics.

Curriculum Implementation

At Apley, we aim to enthuse children in order to develop their thirst for reading. We do this by teaching reading through discrete phonics teaching, guided reading lessons, writing lessons and placing an importance on individual reading time. Phonics lessons are taught across EYFS, Year 1 and Year 2, 5 days a week which follow the Read, Write Inc scheme. Children are taught to recognise the 40+ sounds, blend these into words and then learn to read the same sound with alternative graphemes. The children have access to phonetically decodable books, both in lessons and to take home in order to consolidate their knowledge of the sound and grapheme being taught. Within EYFS, in addition to phonics lessons, opportunities for reading are available in our continuous provision, which children access on a daily basis in child initiated learning time. Children with specific phonics and reading needs have access to phonics and reading lessons and interventions right through to year 6.

From year 2 onwards, children who have completed the RWI phonics scheme and are fluent readers participate in guided reading lessons for 30 minutes, 5 days a week. In KS2, our guided reading sessions follow a weekly timetable and include: a session to read and analyse a text in detail; a session to answer follow up questions with teacher support; a session to answer questions independently; and a session which will focus on either a specific skill or general comprehension practice. Through guided reading, the children are taught to read and analyse texts focussing on up to 8 skills from retrieval and comprehension to word understanding and author's choices. The children have access to high quality texts which link with either the science, history or geography topic being studied, and these books are also used as a stimulus for different genre writing in English. Using an age-appropriate reading list, class teachers also select a class text which might link to the current theme or topic. They will also select one classic text to read per academic year.

We aim for each child to be confident in each yearly objective for reading and develop their ability to use this knowledge to develop a greater depth of understanding to apply their reading and analysis skills within other subjects. We use a range of resources throughout the school to ensure that we have a curriculum that is specific to each child's learning needs. Children in EYFS, year 1 and 2 have access to phonetically decodable books both in lessons and for their home reading. Once children have completed phonics and are reading beyond the RWI scheme, they progress onto the Accelerated Reading programme. This is a computer-based programme which allows teachers to easily monitor children's reading progress and ensures that children are reading appropriately pitched books. Each class has a minimum of 15 minutes individual reading time per day. We expect that our SEN and PPG are heard read as school by an adult a minimum of 1x per week. All children have reading records where any home and school reading is recorded. These are monitored weekly by class teachers.

We encourage a love of reading through our use and promotion of DEAR time (Drop Everything And Read). This allows the children to have individual reading time and whole class story time. We have a well-stocked library which all children have access to once a week as part of a whole class library time. We also have a 'Reading star of the week' award.

Curriculum Impact

Throughout each group guided reading and phonics lesson, formative assessment takes place and feedback is given to the children through written or verbal feedback, close the gap and extension tasks. The teaching of reading is also monitored on a termly basis through book scrutinies, learning walks or pupil voice activities. In EYFS, observations and assessments are completed regularly throughout the week. Each half term, children on the RWI phonics programme complete a summative assessment to demonstrate their knowledge and confidence at reading and blending using the taught sounds and graphemes. The results from both the formative and summative assessment is then used to determine children's progress and attainment and to inform the next steps in their learning. At the end of year 1, all children will sit the phonics screening check to ensure that they have met the required standards. Those children who do not pass, must re-sit the check at the end of year 2. Each term, children from Year 1 and above complete a summative NFER reading assessment to help them to develop their testing approach and demonstrate their understanding of the reading standards covered. Year 2 and Year 6 will use previous SATs papers. The results from both the formative assessment and summative assessment is then used to determine children's progress and attainment and to inform planning for the following term.