

St Austin's R.C. Primary School

Curriculum Rationale

Curriculum Area:	Reading
Leader:	Helen Duvall
E.Y.F.S.	Children begin their reading journey in the school in Nursery, where initial sounds using are taught. Children are encouraged to develop a love of hearing stories read to them, both in school and at home, and for this reason they are sent home with a 'reading for pleasure' book. In both Reception and Nursery, children are read a "Story a day". As the children progress into the Reception class, they are tested for their RWI groups and begin those daily sessions. Children continue to be encouraged to read for pleasure – both fiction and non-fiction. When the children are ready, they begin to take home a simple book with mainly CVC words matched to the phonics that they are learning in Read Write Inc.
KS1 provision:	In Year 1, reading continues to be phonic based and taught through RWI. Children are put into differentiated groupings and have a daily session. Tricky words are taught as part of the scheme of work too. Home reading books are linked to phonic knowledge and are part of the RWI scheme. As the children move through Year 2 and complete RWI, they are moved on to Accelerated Reader books, where they are tested and given a reading band for their ability. Through this system, the children can be tested for comprehension after each book is read by completing an online 'quiz'. Guided reading with the teacher or TA takes place in both Year 1 and Year 2 at least once a week. In Year 2, more formal comprehension skills are taught where pupils will record answers in detail. Reading class novels is encouraged so that the children can hear a wealth of language from our literary heritage. The "Word of the Day" and the key words from the topics that the children study across the curriculum all help to expose our pupils to as much vocabulary as possible to aid comprehension when reading and then later writing.
KS2 provision:	In KS2, Accelerated Reader continues to be used to band the class and home reading books that children read and to test their comprehension. Daily reading sessions take place (DEAR time – Drop Everything And Read) where children have the opportunity to read quietly, change reading books and take quizzes for 20 minutes. During this daily session, the class teacher will also complete a Guided Reading session with a given group. Once a week, each class has the help of enough adults for each group to have a guided reading session. This is timetabled so that all adults know where they need to be and when. In Years 3-6, regular comprehension tasks take place which may relate to topics that the children study or may be stand-alone texts. Teachers are encouraged to choose challenging texts for all children with additional help given to those who are not at age related standard. As in KS2, reading class novels is encouraged so that the children can hear a wealth of language from our literary heritage. The "Word of the Day" and the key words from the topics that the children study across the curriculum all help to expose our pupils to as much vocabulary as possible to aid comprehension when reading and then later writing.
Rationale:	Reading is an essential skill that enables children to access all other areas of the curriculum with confidence. Reading is valued in our school and we try and promote its enjoyment by providing the children with a rich choice of texts and opportunities and model good reading habits. Our aim as a school, is to ignite that first love for the written word in EYFS by sharing a wealth of texts with the children. These may take the form of stories, poems and non-fiction books related to the pupils' own interests such as 'dinosaurs'. From this, and targeted teaching, the first skills of recognising initial sounds begins, followed by simple blending and recognising 'tricky' words. By Year 1, we aim for children's phonic knowledge to allow them to read full sentences and begin to make more sense from reading texts independently. As they progress, further 'tricky' words are introduced and other reading skills are

encouraged to enable the children to comprehend confidently.

By Year 2, we aim for the children to demonstrate fluency and understanding when reading a text with the hope that they will be reading 90 words per minute by the end of KS1.

Our provision in reading at KS1 will allow the children to meet the reading **content domains**: drawing on knowledge of vocabulary to understand texts; identifying and explaining key aspects of fiction and non-fiction texts, such as characters, events, titles and information; identifying and explaining the sequence of events in texts; making inferences from the text; and predicting what might happen on the basis of what has been read so far.

By Year 3 and 4, children begin to take more of an active role in choosing their own home and class reading books and recognising the types of books that will help them with a range of topics. Our Accelerated Reader system allows the children to get instant feedback on their comprehension skills. They become excited at the prospect of getting better at reading and look forward to taking reading assessments that enable them to move up in their reading bands. Feedback from teachers enables them to feel involved in their reading journey. We still encourage children in these year groups to read aloud to their teachers during small group or 1:1 sessions, and to read aloud to parents/carers at home. This is to enable us to be vigilant of their fluency so that any issues can be picked up before the children move on to upper KS2.

By Years 5 and 6, reading habits are established and most children are able to read independently. Those who need extra help are monitored and interventions put in place. As with lower KS2, the Accelerated Reader system allows the children to take ownership of their reading whilst still giving them guidance on the appropriate book level.

Our provision in reading at KS2 will allow the children to meet the reading **content domains**: explaining the meaning of words in context; retrieving and recording information and identifying key details from fiction and non-fiction; summarising main ideas from more than one paragraph; making inferences from the text and explaining and justifying inferences with evidence from the text; predicting what might happen from details stated and implied; identifying and explaining how information / narrative content is related and contributes to meaning as a whole; identifying and explaining how meaning is enhanced through choice of words and phrases; and making comparisons within the text.