



St Andrew's Primary School

Reading Curriculum Overview

Intent:

Our ambition is that pupils are enthusiastic, independent readers who are able to read fluently and for meaning by the time they enter secondary school. Teaching reading is at the heart of the curriculum and creating opportunities for 'reader talk' is a strong characteristic of our reading planning and teaching. We use incrementally challenging fiction and non-fiction texts to develop pupils' vocabulary and comprehension skills. We believe that critical reading, discussing, appreciating and exploring texts is essential for learning across the curriculum and for developing writing throughout all curriculum areas. We teach our readers to 'read as writers' and 'write as readers' so that they understand the interdependence of language acquisition skills.

Implementation:

Our focus is to teach early reading through a daily, systematic framework, following recommendations by the Early Reading Framework and using an authorised synthetic phonics scheme (ULS- Understanding Letters and Sounds). This is enhanced by an effective guided reading approach, through small groups or the whole class that enables pupils to decode and read for meaning.

As pupils move from KS1 to KS2, opportunities are given for pupils to reflect on the skills they need and strategies to use to help them read and understand texts independently. Phonics skills are continued to be applied through the 'ULS' Spelling scheme and then 'ULS/Grammarsaurus' spelling activities. The introduction of Accelerated Reader for those on 'free reading' ensures that pupils are reading texts appropriate to their level of understanding and monitors their comprehension, while providing incentives to encourage more reluctant readers. Intervention for pupils of all abilities is at the heart of our approach to reading. We provide a range of opportunities for pupils to read for pleasure: library, reading corners, displays, buddy reading, listening to stories and sharing books with older members of our community.

Impact:

In EYFS pupils will have made above national expectations: exceeding, good or better progress. By the end of KS1 pupils have made good or better progress. By the end of KS2 pupils have made good or better progress. Most pupils make good or better progress from EYFS to the end of KS2. Those pupils who are disadvantaged and with SEND make at least good or better progress in line with national benchmarks. Formative and summative teacher assessments are accurate (and these are validated/informed by observations, internal/external moderation and

standardised assessments). Our effective tracking system – INSIGHT - ensures that gaps in learning are addressed swiftly, demonstrated in the impact of our reading interventions.

Pupils will leave St Andrew's Primary School with a love of reading for pleasure and an understanding of the importance of reading as a 'life skill' in order to access information about the rest of the curriculum.