



GREAT HORWOOD CHURCH OF ENGLAND SCHOOL

READING CURRICULUM STATEMENT

OUR VISION

At Great Horwood CE School we are successful readers when:

- Children and adults choose to read for pleasure and enjoyment, recommending and sharing books and positive reading experiences with others
- Children can apply their knowledge of phonics confidently to support their development and improvement in reading
- Children can read accurately, fluently and with good understanding
- Children can independently read a wide range of fiction and non-fiction texts that enable them to access other areas of learning and the future curriculum
- Children understand the texts they are reading and are able to retrieve information and justify their views and opinions
- Children acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Children read aloud with confidence and expression
- We appreciate our rich and varied literary heritage
- Children maintain a positive attitude about reading and continue to read for knowledge and pleasure at home using the school library to enhance their provision
- We bring reading to life through their music, drama and performance

At Great Horwood Church of England School, the academic, emotional and spiritual well-being of all individuals is at the heart of all that we do; where everyone is valued. We are a safe, welcoming school within the heart of the village community that aims to provide all our children and adults with the learning opportunities to flourish, be healthy, grow in resilience and realise their full potential; being fully equipped and prepared for a successful future. Reading is the gateway to learning and has the highest priority across the whole curriculum.

We have a rigorous and sequential approach to reading where we aim to inspire confident children as readers; enabling them to become aware of reading as a source of communication, information, research, interest, and pleasure. Across the curriculum, children enjoy a range of texts, both fiction and non-fiction which are linked to our cross curricular topics which supports the acquisition of subject specific vocabulary. Throughout the school, children also read individually, share class novels, read in small, guided groups, and are read to by adults regularly. Through accurate assessment, where gaps in learning are identified, interventions and additional support ensure all children make progress to support them in accessing the full curriculum. We strive to ensure our reading curriculum is inclusive and promotes equality, with tailored support and scaffolding in place so that all children, regardless of their background or needs, can succeed and reach their full potential as confident, capable readers.

Aims and Purposes of Reading:

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

Curriculum Intent for Reading across Foundation Stage, Key Stage 1 and Key Stage 2

Intent

At Great Horwood CE Primary School, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners; English learning is key in this. We aim to ensure all of our children develop a genuine love of language and the written word, through a text-based approach. Careful links are made across the curriculum to ensure that children's English learning is relevant and meaningful: where possible linking our reading, writing to our cross curricular topics. We ensure that children develop an understanding of how widely reading is used in everyday life and, therefore, how important and useful the skills are that they are learning.

Prioritising Reading

Reading at Great Horwood is prioritised by:

- Adults' passion for reading and sharing books through the school.
- Daily phonics from Nursery and Early Years, through Key Stage 1 and where necessary in Key Stage 2.
- The teaching of reading being an integral part of weekly lessons across school.
- Class or small group reading planned according to the needs of the year group.
- Teachers reading to children frequently through all year groups weekly.
- Vibrant and inviting book corners in classrooms to engage pupils.
- Variety of text types and a growing complexity of texts in all classrooms.
- All children have reading books to take home and daily sharing of books at home is encouraged throughout the school.
- Parents are strongly encouraged to read to and with their child at home
- English units starting with high quality texts, some from the Literacy Tree Scheme to support high quality teaching of English.
- Using the Lexia Reading Programme from Reception children through to year 6 to support the teaching of reading and identification of gaps in learning and where pre-teaching and direct instruction is required
- Book week leading to World Book Day celebrates reading, authors, enjoyment of reading
- Pupils are given opportunities to read allowed in class, worship, and performances
- Being part of a planned cohesive curriculum with clearly identified skills enables connections and links to be made and texts meaningful for children.

Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, and to flourish to become the very best they can be.

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

Early Reading and Phonics

In EYFS and KS1 we use the 'Little Wandle' phonics accredited scheme alongside Letters and Sounds to teach basic phonic skills. The children are assessed and organised into groupings according to the phonics phase they are working within. The systematic teaching of phonics ensures children make rapid progress in the early stages allowing them develop strategies to decode and build fluency. The reading books the children take home are linked to the phonic phase they are working within. The Collins Big Cat supports and ensures the specific sounds children are learning in their phonic sessions are matched in their reading material.

Implementation for the Teaching of Phonics

Phonics is taught daily for Foundation Sage, Key Stage 1 and Key Stage 2 pupils who need it. Foundation pupils will begin their phonics journey when they join Great Horwood School with phase 1 phonics and move

progressively onto phase 2 following our baseline assessments. Children follow letters and sounds order of learning sounds and use 'Little Wandle' to support with actions and rhymes. Formal phonics teaching starts as soon as the children are at an appropriate stage in their development and able to focus on the teaching of phonics. Children not yet ready for phase two work in smaller groups or individually with a range of phonics activities available as part of our continuous provision. Daily rhymes, songs, patterns and recap phase one phonics and support in developing the children's speaking and listening skills. Phonics is assessed formatively daily and changes are made to planning and pupil groupings if necessary. Children in year2 who did not pass phonics check will be given additional phonics support and sessions during the week.

A detailed phonics progression can be found on the school Website on the English Curriculum page or by following the link below:

https://primarysite-prod-sorted.s3.amazonaws.com/great-horwood-cofe-combined-school/UploadedDocument/e9e2af4eff5141fa8eb98f8797b018f7/great-horwood-c-of-e-school-phonics-and-spelling-progression-eyfs-and-ks1_202122.pdf

Implementation for the Teaching of Reading

- Children start reading books carefully matched to phonics sounds taught and learnt.
- Alongside phonics, children learn key words from the outset. They make sentences and begin sentence building using those key words.
- Children follow and join in when sharing books daily in EYFS, imitating story rhymes, patterns, and phrases.
- Individual readers are heard as often as possible throughout the week in school and at home.
- Games for identifying phonemes/graphemes/general sounds support EYFS Phase one children as part of the EYFS provision.
- Guided reading sessions focus on acquiring reading skills and knowledge to develop understanding of texts through careful teacher questioning, whole class discussion, and reading based activities.
- Whole class Guided reading and small group guided reading in Key Stage 1 and Key Stage 2 allows discussion to delve deeper to widen vocabulary and understanding of texts.
- Lessons in other areas of the curriculum have books associated to support knowledge and develop abilities to learn through texts and develop research skills.
- Children in KS2 are actively taught reading skills through whole class guided reading and this is applied across other subjects of curriculum with retrieval, gaining knowledge and understanding.
- Children are supported at home by regular reading of books and key words.
- Children listen regularly to an adult reading aloud through English lessons and for pleasure.
- Assessments are made daily, and planning adapted to incorporate misconceptions or sounds not known.
- To ensure accuracy in teacher assessments, we utilise a combination of Little Wandle phonics assessments, Rising Stars comprehension assessments, fluency assessments, and teacher formative assessments.

How do we ensure all children keep up and catch up?

- Reading Progress of all children is reviewed half termly and appropriate interventions or strategies are identified to ensure individual pupil's needs are being met and progress is being made.
- Where children are not making expected progress, additional phonics sessions are provided with extra reading times for individual reading to an adult
- Reading books are closely matched to the phonics phases in FS/KS1 to reinforce phonics and some isolated sounds for specific difficulties.
- A variety of reading interventions; 60 second reads and comprehension activities to support the teaching of reading are available for teachers to use to support pupil progress.
- Sets of low ability, high interest texts for Key Stage 2 keep pupils motivated and supported in their reading where needed.

Impact

Expectations in Reading-End points

By the end of Reception most children will attain the Development Matters outcomes for 5-year-olds

Reading:

- Children read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately.
- They also read some common irregular words.
- They demonstrate understanding when talking with others about what they have read.

By the end of Key Stage 1, most pupils will attain the expected standard from the national curriculum outcomes for 7-year-olds and will be able to:

- read accurately most words of two or more syllables
- read most words containing common suffixes
- read most common exception words

In age-appropriate books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read

By the end of Key Stage 2 most children will attain the age-related expectations for 11-year-olds and will be able to:

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books English – key stages 1 and 2 26 Statutory requirements
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Progression of skills in reading

The progression of skills is ensured using the National Curriculum which guides teachers in planning and setting appropriate and challenging expectations. The Reading progression documents on the school website (link below) illustrate how these objectives are set out in a sequential manner so that all abilities across the age ranges needs can be met effectively.

<https://primarysite-prod-sorted.s3.amazonaws.com/great-horwood-cofe-combined-school/UploadedDocument/ed862a7c-ff0d-49ee-a4c1-3f8b1acec6d6/reading-progression-in-terms-years-groups.pdf>

Wider impact of reading across the curriculum

Inclusivity and Equality in the Reading Curriculum

At Great Horwood CE School, lesson plans are designed to scaffold learning in a variety of ways, ensuring that all children have equal access to the curriculum and can fully engage with whole-class, quality-first teaching. For pupils from disadvantaged backgrounds, those with special educational needs, or those who have English as an additional language (EAL), reading tasks are broken down into smaller, manageable components, providing clear and achievable goals. Where necessary, reading materials and instructions are translated for EAL pupils to promote inclusivity across the curriculum.

At Great Horwood Church of England School, we are committed to promoting inclusivity and equality of opportunity for all pupils. When planning and teaching reading, staff make reasonable adjustments based on individual needs, such as:

- Aids to support comprehension, including knowledge organisers, story maps, and visual prompts;
- Support for reading fluency, such as coloured overlays, larger text formats, and audiobooks;
- Translation of reading materials and resources, scaffolded according to pupil need and language proficiency;
- A range of support materials, including visual aids such as photographs, Makaton symbols, and picture cues to aid understanding of key vocabulary and storylines;
- Modified reading tasks (e.g., working towards the same reading objectives but recording responses through different media or using alternative texts);
- Small group or one-on-one adult support where appropriate to enhance reading comprehension and fluency;
- Challenges for more advanced readers, including exposure to texts from higher year groups;
- Access arrangements (e.g., scribes provided for reading assessments to ensure comprehension is accurately evidenced);
- See also the 'SEN Policy.'

This approach ensures that all children can achieve their full potential in reading.

Spiritual, Moral, Social & Cultural (SMSC) Development in English-reading

Spiritual

Reading supports spiritual development by engaging children with poetry, fiction and drama. Through English, children can explore and engage with the feelings and values found in a wide range of genres. In responding to a poem, story or text; pupils will be asked higher level questions to deepen their spiritual thinking such as: 'How would you feel if you were the person in the story?' or 'Where have you met these ideas before?' Pupils are encouraged to respond to texts through drama and hot seating or by an appreciation of the beauty of language, e.g. poetic language within stories and poems.

Moral

Reading supports moral development by enabling children to look at, discuss and evaluate a range of social and moral issues found in a wide range of genres, including newspapers, non-fiction texts and fiction. By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills, e.g. The Iron Man, Stig of the Dump, and The Tempest. We also encourage pupils to consider different perspectives and show empathy for different characters.

Social

Reading supports social development by helping children to understand how written and spoken language has changed over time. It also covers social attitudes to the use of language. By providing pupils the texts and opportunities to develop an understanding of and debates about social issues, e.g. gay rights, bullying, stereotyping, conformity, and homelessness. We encourage the pupils to work collaboratively, e.g. as part of a dramatized response; to prepare a verbal response to an argument; and to evaluate each other's work.

We aim to provide appropriate opportunities for talk in a range of settings, to a range of audiences and for different purposes, e.g. in class or school sharing of work, Worship, assemblies, performances, and structured discussions.

Cultural

Reading supports cultural development by exposing children to a wide range of written language from a range of cultures. In addition, it supports children to become confident and competent in their own language which is vital to their individual identity. We aim to provide opportunities for pupils to engage with texts from or representing different cultures, e.g. Handa's Surprise, super Duper You, Hidden Figures, and The Arrival. Through events such as 'Share a Story' pupils share stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell'. By providing opportunities for pupils to engage with texts that represent our strong literary heritage, e.g. The Tempest, The Iron Man, and The Indian in the Cupboard, and by providing opportunities for children to visit the theatre and experience theatrical productions.