

The Heights Primary School

Reading Curriculum EYFS-Year 6



Our Vision

“At The Heights Primary School, we aim to develop reading skills with our pupils in order provide them with life skills and to promote reading for pleasure and enjoyment to improve their opportunities and chances in life.”

Intent

At The Heights, we believe that reading is a fundamental life skill. Having a good command of the English language enables children to speak and express themselves clearly, listen to others and to read and write for a wide range of purposes. Through reading, children are able to communicate and express themselves and their ideas and understanding coherently, creatively and imaginatively. Through regular reading gain an understanding of how language works by looking at its patterns, structures, origins and they come to appreciate how language evolves. Through reading a wide range of texts in different genres, cultures and different times in history, children gain the opportunity to become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction, media texts and graphic novels. It is our intention to ensure that all pupils read widely and confidently with accuracy, fluency and comprehension appropriate to their age.

Our Key Principles:

- To provide a language rich environment that promotes a culture of reading and writing
- To develop in pupils an interest in and a love of books and literature that will not only support their learning across the curriculum but also enrich their lives
- To value and use books as a basis for learning, pleasure, talk and play
- To value and celebrate diversity in culture and language
- To help pupils become confident, independent readers, through an appropriate focus on phonics, word, sentence text-level knowledge and the reading of pictures
- To develop enthusiastic and reflective readers, through contact with engaging, challenging and substantial texts.

Vocabulary

Children’s command of vocabulary is fundamental to their learning and progress across the whole curriculum. At The Heights, teachers develop vocabulary actively, building systematically on children’s current knowledge and deepening their understanding of etymology and morphology (word origins and structures) so that pupils’ increase their store of words. Simultaneously, they make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, children are able to expand the vocabulary choices that are available to them in order to communicate and express their understanding and ideas. It is particularly important to introduce children to technical vocabulary, which defines each curriculum subject, such as accurate mathematical, historical or scientific language.

Implementation			
<p>All children in years 1-6 have an independent reading book at their level, with an individual ZPD (zone of proximal development) determined by PM Benchmarking and half-termly assessments. AP Benchmarking allows teachers to monitor and track children's progress, also identifying target areas.</p> <p>Reading is taught progressively and children will cover National Curriculum objectives at an appropriate stage for individuals.</p>	<p>Phonics</p> <p>Phonics is taught systematically from Reception to Year 2 using Twinkl Phonics supported by Rhino Readers (The phonics guided reading scheme). This is supported by daily 'gap filling'.</p>	<p>Guided Reading (GR)</p> <p>Guided reading is used to work in on specific targets using a shared text. GR is supported by VIPERS. GR can be done in groups, as a class or individually, based on need and context.</p> <p>A variety of well chosen texts are used for guided reading purposes using the Teaching Booth resources.</p>	<p>VIPERS</p> <p>Reading comprehension is taught as a discrete skill using questions based on the structure of VIPERS – Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising. These are also used with the children's own writing.</p>
<p>Reading for pleasure</p> <p>We aim for children to read daily and select a wide range of texts (a variety of genres of fiction, non-fiction) including 'archaic texts'. Children are also encouraged to read paintings and pictures including picture books, comics graphic novels and film to develop the inference and deduction of the visual image.</p> <p>Each class has a class reader – a story or text that is specifically chosen for the adult to read to the class in order to explicitly model the skills of proficient readers, including reading with fluency, intonation and expression. Daily exposure to quality books is part of our reading ethos.</p>	<p>English sequences</p> <p>Inspiring, challenging and archaic texts are selected as a stimulus for developing reading and promoting high-level writing.</p> <p>The texts link to an area of focus within the year group curriculum. Children spend time familiarising themselves with the text, immersing themselves in the relevant historical, geographical or cultural context of the book in order to broaden knowledge and influence and enable independent writing pieces.</p> <p>A 'reading spine for writing' has been created to map the range of texts the children get exposed to.</p>	<p>Shared reading</p> <p>Shared reading is an interactive reading experience whereby the children join in and share the reading of a book or text while guided and supported by the teacher. Teachers and children collaborate to unpick a text used in the teaching sequence.</p> <p>The children are given opportunities to explore specific features such as: author intent, what puzzles them, what they know/want to know, they make predictions and discuss the difference between inference and deduction, etc. They read aloud to improve fluency, intonation and expression. They rehearse 'reading as a writer' so that they can 'write as a reader'.</p>	<p>Cross curricular links and I.T.</p> <p>Children are exposed to a wide range of texts in all curriculum areas and skills are transferred between different subjects. Laptops/iPads are also used to access other online reading resources.</p>

<p><i>Vocabulary</i></p> <p>We use a variety of strategies to help to define, understand and contextualise new vocabulary, including through investigating the structures and origins of language.</p> <p>In some year groups we use the NoNonsense programme to promote spelling.</p>	<p>Reading at home</p> <p>Reading at home is part of weekly home-learning expectations. Age-related books are selected based on benchmarking and reading ability. Books should be changed as needed and pupils are encouraged to do so independently, as appropriate.</p> <p>Focused reading targets for each colour book band level are shared with the children and their parent/carers to promote reading skills and comprehension at every reading level.</p>	<p>Interventions</p> <p>When groups are identified through teacher assessment, children are provided with the appropriate intervention to support learning and to make rapid progress and fill gaps.</p>	<p>Reading Schemes</p> <p>We are building up a wide range of reading schemes that support phonics and early reading which are organised according to 'book bands'. The reading schemes are fully decodable and linked to our phonics schemes (Reading Rhinos is linked to Twinkl Phonics). We use the Oxford Read tree scheme for fluency and the Storyworlds scheme to secure the children's knowledge of traditional tales and stories and broad their understanding of diverse cultures.</p> <p>Pupils are supported to select from this wide range of early reading texts then move onto more challenging texts when confident.</p>
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Impact

<p>Children have a secure knowledge and understanding of phonics, including the ability to apply phonics to develop early reading.</p> <p>Children employ a range of other strategies to apply to their reading (using and reading the pictures, understanding the context).</p> <p>Transitions between classes/year groups are smooth and progressive.</p>	<p>Children have comprehension and decoding skills required to achieve age related expectations.</p> <p>Children develop and understand a high level of vocabulary from all tiers through regular exposure and specific vocabulary teaching.</p>	<p>By reading and being exposed to wide range of texts, children become more curious, independent and creative thinkers and learners and know more.</p> <p>They make links between texts and use their ever-growing vocabulary, grammatical patterns and ideas in their writing and articulation of their understanding and ideas.</p>	<p>Children talk positively about reading; discussing texts and making recommendations. Children will enjoy reading.</p> <p>They read widely and for a range of purposes.</p> <p>Children have the opportunity to become an expert reader and are inspired to have a lifelong love of reading.</p>
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Assessment evidence in order to assess impact			
EYFSP	KS1	Years 3-5	Year 6
<p>Reception Baseline assessment</p> <p>Early Learning Goals (ELG)</p> <p>Ongoing Phonic assessments</p> <p>Observations of reading behaviour including through Tapestry.</p> <p>Talking to pupils and parents.</p> <p>Independent and home reading records</p> <p>Running records to assess fluency and accuracy</p>	<p>Statutory tests: Phonics screening check and Year 2 SATS</p> <p>Year 2 evidence gathering grids for moderation</p> <p>Teacher assessment - observations of reading behaviour and discussion</p> <p>Guided reading records</p> <p>Home reading records</p> <p>1:1 reading records</p> <p>Phonics assessments/checks</p> <p>Attainment is measured using National statutory tests. Each year, children are expected to have made good progress and meet ARE. Some will achieve greater depth and those not meeting ARE will receive specific intervention.</p>	<p>Optional SATS, NFER assessments and evidence gathering grids</p> <p>Teacher assessment - observations of reading behaviour and discussion</p> <p>Guided reading records</p> <p>Home reading records</p> <p>1:1 reading records</p> <p>Written and verbal responses to reading activities</p>	<p>Statutory test: Year 6 SATs</p> <p>Year 6 evidence gathering grids for moderation</p> <p>Teacher assessment - observations of reading behaviour and discussion</p> <p>sheets</p> <p>Home reading records</p> <p>1:1 reading records</p> <p>Written and verbal responses to reading activities</p> <p>Attainment is measured using National statutory tests. Each year, children are expected to have made good progress and meet ARE. Some will achieve greater depth and those not meeting ARE will receive specific intervention.</p>
EYFS			
Home/School	Phonics	Teaching reading skills	Reading rich environment
<p>We hold a parent meeting early in the year to explain how we teach reading at The Heights and how parents/families can support this process.</p> <p>Phonics is part of the initial 'early reading workshop' and our 'Phonics for Parents' document is shared (and on our website).</p>	<p>Children are taught phonics using Letters and Sounds, which is supported by Twinkl Phonics resources.</p> <p>We deliver daily phonics lessons. Children mostly learn together, but pre-teaching and gap filling is an integral part of phonics teaching.</p>	<p>When ready, children have weekly guided learning either individually or in small groups. They read decodable books in line with their phonics phases and other decodable materials. Guided reading promotes developing phonics skills, building a bank of known tricky words, book talk, understanding, and</p>	<p>Continuous provision activities include reading & writing opportunities inside and outside. Children have a shared story time on a daily basis using rich and exciting books from a range of authors.</p> <p>Our school library is regularly used by pupils, giving them a wider range of books.</p>

<p>A home/school Reading Record book is used for parents and school to record reading and feedback. The home/school Reading Record book is regularly updated to identify target areas/phonics sounds to work on at home.</p> <p>In addition to phonetically decodable reading books, books for sharing are sent home for parents to read to children and to share in order to promote a love of reading.</p>	<p>Phonics resources are displayed throughout the room.</p> <p>As part of literacy teaching, we use phonics in our shared reading and writing, encouraging children to apply their phonic knowledge. Children's key word recognition is assessed and they begin to take home a number of words a week to learn with lots of games ideas to make it fun!</p>	<p>following the text to improve speed and fluency.</p>	<p>Tricky words are displayed for reference. Phonics mats and phase words are available for table work, as well as a pictorial alphabet.</p> <p>There are labels and captions throughout the classroom to support reading and developing new vocabulary.</p> <p>Children's learning is led by their interests. If they bring books in from home, we share them during our story time and may use them to develop continuous provision.</p>
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Reading support / intervention – children who need it receive daily phonics interventions addressing any issues from ongoing phonics assessments. Children who need it receive additional reading opportunities with the teacher /TA which may include pre-teaching, ‘mop-up’, gap filling and daily quick-fire activities. Where children are not ready for guided reading, they read on a 1;1 basis with the teacher.

Key Stage 1

Our teaching of phonics through 'Essential Letters and Sounds' (ELS) continues into Key Stage 1. In Year 1 the children continue to learn phase 5 sounds which are mapped out in the weekly plans outlined by the scheme. Teaching is whole class based with teachers regularly assessing their children's phonics ability. We follow the ELS guidance and aim for children to 'keep up not catch up' therefore intervene with children who struggle during the phonics lesson. As this is a new scheme we begun teaching in January 2022, there are children who have gaps in their phonics learning so we have a dedicated teaching assistant who takes small groups in order to reinforce missing sounds and blending to read opportunities. Children are also given the Year 1 and 2 Common Exception Words to take home and are frequently assessed on the reading of these words. Where appropriate, focussed phonic sounds are also sent home for reinforcement.

Home reading books are carefully matched to each individual child's phonic ability using the Rhino Readers, the Oxford Reading Tree and Storyworlds. Like Reception, each child takes two books home for a week, rereading them to encourage familiarity, fluency and understanding.

All children are heard to read twice a week in a small group during guided reading and on a 1:1 basis with the class teacher or teaching assistant.

Key Stage 2

Reading in Lower Key Stage 2 continues to follow the Oxford Reading Tree and Storyworlds. Those children who still need phonics reinforcement still receive two phonics matched books per week and have a weekly booster session with our dedicated phonics teacher. However, most children have moved through these books are now reading ORT books which are non-phonics based. It is the expectation that most children will be 'free readers' by the end of Year 4.

In Upper Key Stage 2 the children are given the freedom to choose their own book to use as their reading book which enables them to investigate and develop their own interests. All children are expected to change their books at least once a week unless they are choosing their own, as these books may require more time.

All children are heard to read at least once a week during small group guided reading sessions. All classes have dedicated reading lessons per week. These lessons involve a range of different activities and will often depend on the skills that the children need to focus on.

Reading Expectations

reading year- Reception

reading year-1

reading year-2

reading year-3

reading year-4

reading year-5

reading year-6

Reading Enrichment Activities

Shared/Paired reading

Reading Pods in Sensory rooms

Author visits

Celebrating World Book Day - Dress up as a favourite character – Create own books

Reading Extracts of books in Assembly

Reading challenges in Key Stage 2 classrooms

EYFS/Key Stage 1 reading buddies taken home for the children to read to

EYFS/Key Stage 1 reading boxes to encourage reading for pleasure

Design a Library Competition to renovate LRC

Classroom reading area

Story time