



Reading Curriculum Statement

Intent

It is our aspiration to ensure every child is a fluent reader and that we get all children reading for pleasure. Through careful consideration of our local context, we have identified that reading, language and communication is hugely important for our children, for them to succeed in education and beyond. Effectively engaging parents is a key aspect of this. Our intention is for our reading curriculum to positively influence other areas of learning, particularly writing. Through a well-implemented reading approach, we will see an improvement in composition, spelling and grammar, throughout the school and significantly improved outcomes for children at the end of Key Stage 2, in both reading and writing.

It is of vital importance that children learn the reading skills they need to support their learning throughout their 'Journeys of Discovery'; our bespoke, thematic curriculum. This includes the ability to decipher words, before making sure they understand what they are reading and then being able to manipulate texts to show a deeper understanding.

Implementation

We do this through a rigorous and sequential approach to the reading curriculum our 'Reach for the Stars' reading approach. This is done to develop pupils' fluency and word-recognition, understanding and enjoyment of the high-quality texts they read. This starts from EYFS, where our *Phonics and Early Reading* plans ensure we teach highly engaging, effective, progressive and fun phonics lessons, from EYFS to Year 2 (or into beyond if needed); through the key phonics phases. This approach then continues throughout All Saints to enable all children to progress through the school with appropriately challenging texts which are closely matched to their phonic knowledge.

A significant emphasis is placed on reading throughout the school day. This starts with our early morning Breakfast with a Book club, right to the end of the day, with our reading for pleasure class reading sessions and beyond that, where an expectation is placed on the children to read at home. A bronze, a silver and a gold star are all placed inside each child's reading record, as an incentive to encourage families to engage in their children's learning at home. Once they reach a star, they get a reward in school, culminating in the golden reading box where children get to choose a book to take home.

We have developed our reading provision through the implementation of a Key Stage 1 and a Key Stage 2 reading plan, focusing on discreet reading sessions and ensuring that these skills are brought into the English lessons. The skills taught through this include retrieval, interpretation, comprehension and use of a wider vocabulary. A careful review of our phonics teaching and learning has resulted in the introduction of our new phonics resource which supports the teaching of Letters and Sounds. We ensure that every child, throughout the school, has a book which closely matches their phonics phase and, higher up the school, supports them closely based on their reading ability.

Impact

Our children will become fluent readers by the end of Key Stage 1, enabling them to progress their skills with richer texts, throughout Key Stage 2. Children at All Saints will be well supported at home with reading and have the opportunity in school to be listened to read by a range of adults. There will be a particular focus on those who need additional support. Every child will enjoy engaging in reading, through quality first teaching and a range of reading experiences.

Phonics results will consistently be well above national average (current result: 84%, December 2020). Results in reading and KS1 and KS2 will consistently be above National and more readers will achieve at the higher level. These outcomes will reflect the quality of teaching of phonics and the quality of learning and teaching in English throughout the school. The range of developments in reading will ensure improvements in the quality of writing for all children not only in English but across the curriculum.