



Reading Curriculum Statement



Intent

At Ernesettle Community School we believe that reading is an integral part of the school curriculum and a fundamental life skill that impacts on all learning. Everything else depends on it and so we put in as much energy as possible to ensure that every child enjoys reading and learns to read, regardless of their background, and as quickly as possible.

We want every child to love reading and to want to learn to read for themselves. Therefore, we aim to inspire a true love of reading, whereby our children are enthusiastic and motivated readers who feel confident to be able to talk about books and authors. We ensure our children have access to a high-quality English curriculum that is both challenging and enjoyable for all readers. We teach our children to be inquisitive readers, provoking thought, leading to children who enjoy asking questions about the texts they are reading; allowing them to gain a deeper understanding of what they have read.

We recognise the importance of reading wide and often and so ensure our reading curriculum is broad and balanced. Stretching across a wide range of genres, we teach a variety of discreet and cross-curricular learning opportunities, so that the children truly appreciate our literary heritage. In turn, this enhances our children's vocabulary through exposure to high quality texts that they may not normally read.

We value the importance of being a confident reader and work hard to develop children's reading skills.

At Ernesettle Community School, we strive to develop our children's phonetic skills which leads to them reading accurately and fluently.

Implementation

At Ernesettle Community School, we have carefully developed a reading curriculum whereby all classes are exposed to high quality texts, across a wide range of genres throughout the years, which is progressive. Teachers use imaginative and creative planning to ignite children's passion for reading throughout a range of lesson styles including;

drama, role play and classroom discussion. Years 1-6 take part in daily 'Whole Class Reading' sessions where they have the opportunity to widen their experience of reading alongside their peers. All children have access to the same book, vocabulary and discussion throughout these carefully planned lessons to enrich their reading experience.

In Key stages One and Two, we have a skills-based approach to reading using the VIPERS as a set of skills:

- Vocabulary
- Inference
- Prediction
- Explain
- Retrieve
- Summarise

Teaching these key skills enables our children to gain a better understanding of each text during their English sessions, while delving deeper into the English Curriculum.

In Reception and Key Stage One, there is greater emphasis on phonics; this is then built upon and consolidated throughout the rest of the school. During our daily phonics sessions, children can revisit previous learning, learn new skills, practise and apply their knowledge in an environment that is both engaging and stimulating.

All children have daily opportunities to read a variety of material in school, including regularly with an adult. Each classroom has a classroom library, all children are able to access this throughout the day and can choose a book of their choice.

Home Reading:

Every child is given a home reading book that they can take home and enjoy in their own time. We encourage all children to read at least three times a week, though many children exceed this.

In Reception and Key Stage One, all children are given a decodable reading book which is specifically matched to the phonics level they are working at. The books vary in several ways, including layout, size, vocabulary and length, to give the children a rich diet of literature. We feel it is of hugely important for our children to receive home reading books matched directly to their phonics knowledge so that they become confident and fluent readers, before moving on to a greater difficulty. After the children have successfully learned all sounds in phase two to five of Letters and Sounds, they are then moved on to colour banded books.

In Key Stage Two, children receive a home reading book which is linked directly to their reading level. This is assessed regularly throughout the terms to ensure an appropriate level of challenge and skill to continue to improve their reading skills. Once the children become 'free readers' they can begin to choose their own reading books, either from the class library or a book from home. Again, this is carefully monitored by staff and parents, to ensure appropriate challenge and progression of reading.

Impact

As a result we have a community of enthusiastic readers and writers who enjoy showcasing their developing literacy skills. They are confident to take risks in their reading and writing, and love to discuss and share their ideas. Our attainment at the end of EYFS, KS1 and KS2 can be found below:

Reading in the Early Years:

English is one of the seven aspects to the Early Years Framework, known as Literacy and is fundamental to enable a child's successful development of Reading and Writing as they progress throughout the rest of the school.

In Early Years, we promote early Reading in children as young as two as we believe it underpins their natural curiosity of storytelling and enjoyment of stories. Within every area of the classroom, we have carefully planned exciting and engaging texts that support prior knowledge as well as expose them to new reading experiences.

In Nursery, Pre-school and Reception, we carefully plan for Literacy throughout our continuous provision, enabling early sound recognition throughout their independent time. Throughout Early Years, we provide fun and exciting reading activities for children including; fishing out sounds from the water tray, squirting different phonemes using water guns as well as taking books into the outdoor areas for children to enjoy while sitting on the grass.

In Nursery and Pre-school, children begin to explore Phase One Phonics and will learn to discriminate between environmental, instrumental and body sounds as well as beginning to develop an awareness of rhyme, alliteration and oral sound blending.

In Reception, we begin to teach individual phonemes, starting with Phase Two. During daily Phonics sessions we can teach children to discriminate between different phonemes as well as teaching them to segment and blend sounds in words to read them.

In addition to this, we share a love for reading with various stories that can be shared with the children. Every term, we focus on a high-quality text and provide opportunities for the children to sequence, retell and use role play to develop their own ideas of storytelling. In Reception, we undertake Literacy sessions whereby we instil a love of reading through sharing high-quality texts and sharing lots of lovely opportunities related to this.

Finally, in line with the rest of the school, we encourage our children to read at least three times a week with an adult. To support this further, we each have our 'Class Reading Buddy' for a child to take home every week to read to. They are given the opportunity to select their favourite book from our school reading corner and to take it home to share with the reading buddy, while also noting their favourite parts of the story in our reading journal that accompanies the child.

The Curriculum Leader for English is:



Miss Emma Umney