

St Thomas Primary School Reading Curriculum Overview

Subject	Intent	Implementation	Impact
<p>Knowledge</p> <p>That letters on the page represent the sounds in spoken words. Linguistic knowledge of words and word meanings.</p> <p>Skills</p> <p>Word Reading Comprehension</p>	<p>At St Thomas Primary, we believe Reading is the foundation to independent learning. Our curriculum should not only give children the skills to decode words and read texts fluently, but should also build a love of reading for pleasure and information, allowing children to develop a sense of curiosity about the world around them and inspire them to be life-long learners. Children who read for enjoyment everyday develop broader vocabulary, increased general knowledge and a better understanding of other cultures. Our curriculum is delivered through explicit synthetic phonics sessions, guided and whole class reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing carefully chosen quality texts read aloud every day. We quickly identify and support children who are dropping behind so that all children, no matter their starting point and particularly those who have been under-served, are given the skills and knowledge they need to succeed in life. We aspire to develop fluent, enthusiastic, critical readers who understand what they have read and can apply their knowledge across the curriculum. We hold books at the heart of all we do and aspire to build a school environment where reading is consistently celebrated, encouraged and supported.</p> <p>Our curriculum will ensure children will be able to:</p> <ul style="list-style-type: none"> • Read with increasing ease and fluency • Understand and explain the content of a wide range of high quality texts • Read widely and often, for both pleasure and information, and develop a love of reading • Through reading, acquire a wide vocabulary and an understanding of grammar and linguistic conventions • Appreciate how a love of reading enhances their lives 	<p>Supported by: Read, Write Inc. Phonics, VIPERS, Accelerated Reader, Jane Considine Education</p> <p>The reading overview outlines coverage in each year group and how the subject is sequenced. Knowledge and skills build to ensure there is progression through our curriculum.</p> <p>Teaching of Reading includes: Phonics teaching following the Read, Write Inc. scheme to learn to decode and become fluent readers Reading decodable texts both at home and with adults at school. Reading from a range of books in class for pleasure, including revisiting those read at story times. Classrooms have enticing reading corners with a range of new and high quality texts. Reading topic books linked to other areas of the curriculum such as science, history, geography etc. Exposure to a variety of high-quality texts in lessons and story times Teaching comprehension through VIPERS lessons and as part of RWI phonics lessons Teaching comprehension through exploration of key texts in English lessons and across the curriculum.</p>	<p>Assessment:</p> <p>For word reading includes:</p> <ul style="list-style-type: none"> • Half termly assessment in RWI phonics • Regular 1:1 reading with the teacher and other adults to ensure children are on track to meet age related expectations • Regular checks of common exception words • Weekly checks of reading diaries to ensure children are reading at home <p>For comprehension includes:</p> <ul style="list-style-type: none"> • AR Star testing termly (KS2) • AR quizzing • Ongoing reading teacher assessment during RWI storybook lessons • Ongoing teacher assessment through questioning and tasks during English lessons and across the curriculum. • Statutory testing in Year 6 <p>Monitoring:</p> <ul style="list-style-type: none"> • internal data is scrutinised termly to monitor if children are on track • where individuals fall below expected levels of attainment, additional support is provided to accelerate progress • progress and data is discussed regularly in staff meetings and weekly planning meetings (RWI half termly, AR weekly quiz results) • where individuals are exceeding expected levels of attainment, additional planning is undertaken to ensure progress is maintained