

The Good Shepherd Catholic Primary School



*Following Jesus,
The Good Shepherd,
in all we say and do*

Our Reading Curriculum



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Reading: Intent

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society. National Curriculum (updated Jan 2021)

Making sure that children become engaged with reading from the beginning is one of the most important ways to make a difference to their life chances, whatever their socio-economic background. Children need to learn to read as fluently as possible and be motivated to continue reading. Reading offers important emotional benefits, enabling children to talk about their feelings. To the individual it matters emotionally, culturally and educationally; because of the economic impacts within society, it matters to everyone. The Reading Framework (2021)

At The Good Shepherd, reading develops the school's four key drivers in the following ways:

Excellence

- Pupils receiving a daily diet of excellent reading teaching.
- Following a curriculum deliberately designed to be ambitious and aspirational, ensuring that every child leaves our school as a competent, confident reader.
- Drawing on the latest research around explicit vocabulary instruction, reading fluency and key comprehension strategies, this curriculum is a synthesis of what we know works in helping children make outstanding progress in reading and a distillation into consistent, well-structured practice.

Character

- The clear structure and principles ensuring that teaching is progressive, challenging and engaging.
- Pupils embracing the challenges of an ambitious and demanding curriculum.
- Pupils making informed responses.
- Pupils developing greater self-awareness.
- Pupils expressing opinions with clarity, pride and confidence.

Community

- Excellent teaching being supplemented by regular opportunities to engage with shared reading experiences, promoting the joy of reading with the whole school community.
- The rich, diverse literature spine acting as both a mirror so that every child can see themselves in the core texts and as a window to engage pupils with experiences beyond their own field of reference.



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Equity

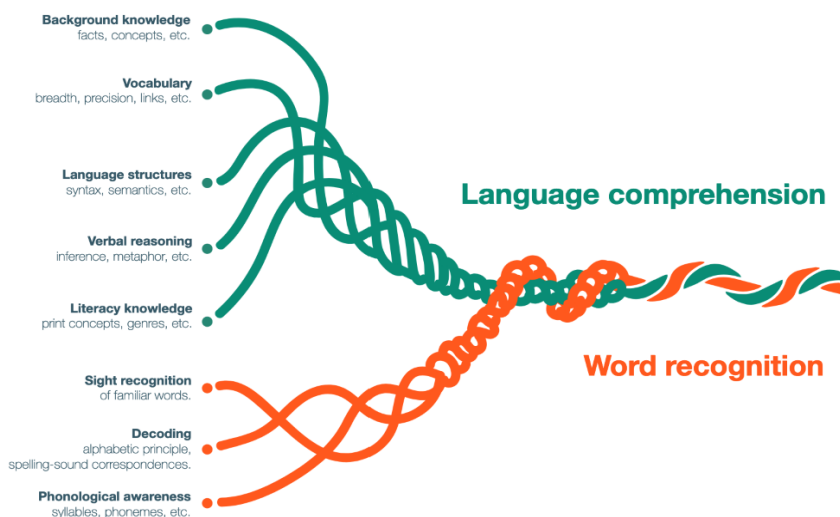
- Creating a thriving reading culture so that every child learns to read regardless of background, needs or ability.
- Developing greater awareness of the lives of different individuals and groups of people.
- Being respectful of - and interested in - other people's opinions and ideas.

Aims of the Reading Curriculum

- to create a thriving reading culture at The Good Shepherd so that every child learns to read regardless of background, needs or ability
- for all children to leave our school able to read fluently
- for all our children to leave our school able to read aloud with prosody
- for all children to leave our school with the confidence and comprehension skills required to access secondary education
- for all children to know and use a rich vocabulary
- for all children to read for pleasure

We aim to achieve this through teaching a highly ambitious and aspirational curriculum that includes:

- Explicitly teaching vocabulary
- Explicit opportunities to develop fluency
- Explicitly teaching core reading strategies
- Exposing children to high quality literature and a broad set of texts that reflects a diverse community



Over the course of their time at The Good Shepherd, children are supported to develop competence with the various strands that come together to form a competent, effective and fluent reader (the strands of reading in Scarborough's Reading Rope).

Long term sequence

It is our intention that pupils become a little more expert as they progress through the curriculum. Our curriculum follows the principles of instruction, is guided by understanding how the memory works and cognitive load theory.



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Chosen programmes

Our curriculum starts in EYFS. We follow the EYFS Statutory Framework for Literacy and the National Curriculum for reading in Key Stage 1 and 2.

Phonics

We use 'read Write Inc' to introduce synthetic phonics systematically. Children are initially taught RWI and are then introduced to letter names and taught to blend sounds in order to read whole words. Children read phonetically decodable books before they move to books containing high frequency key words, so that pupils master phonics and foster a love of stories and reading fluency. This begins in the EYFS and continues into Year 2.

Children read phonically decodable books which enable them to apply the knowledge they acquire in phonics lessons in a meaningful context and experience success in reading. Decodable readers relate closely to the stage of phonics being taught in class and are practised regularly in school and at home. Decodable readers are used until children are competent at phase 5 phonics.

Alongside this, children are exposed to a wide variety of high quality texts where they are able to build the comprehension skills needed to understand what has been read. Although decodable books are used primarily in early years and year 1, from year 2 they are used as part of the reading curriculum for pupils needing to catch up, including those new to English and with SEND.

Levelled readers

Children move on to book-banded reading books when they no longer need fully decodable texts. This is determined when they can read 90 words per minute of a phase 5 alternative text. Children are then assessed using PM Benchmarking and, if successful, move to a book level - typically a Level 17. By Year 4, we aim for all children to be 'free-readers', choosing from a wide selection of books from the library and book corners. We also have curated boxes of recommended Free Reader (Level 30+) texts.

Fluency

When children are able to decode effectively, we focus on fluency which is the skill of reading at a conversational level, with appropriate pace and intonation and few errors. Fluency is not an end in itself but a gateway to comprehension. Fluent reading frees cognitive resources to process the meaning of what is read.

We aim for all of our pupils to be fluent readers at the end of Key Stage One.

Support

We recognise that reading is key to unlocking the wider curriculum and provide additional support that is informed by the latest assessment information. In all year groups, the first 20% readers are identified (those requiring teacher targeted support) and the appropriate support is put in place to promote rapid progress. This may include additional 1:1 reading or PiXL intervention. The first 20% are reviewed regularly. Where possible, we also seek to create a keep up, not catch up culture. As a result, same day intervention is used where possible to ensure any gaps in knowledge and skill are filled quickly. In Reception and Year One for example, daily phonics interventions target pupils who are not yet secure in particular phonemes.



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Y1 – Y6

We follow the CUSP reading model from Years 1 to 6. This approach is built on a vast array of evidence including:

- Shanahan and Rasinski - Fluency instruction
- Rosenshine – Explicit strategy instruction
- Law et al – Explicit vocabulary instruction
- Lemov, Didau ... - Deep, rich and ambitious texts
- Pankin and Mayer – Building schema

Reading in the Early Years

At The Good Shepherd we follow the EYFS Statutory Framework for Literacy. The teaching of reading in Early Years supports the development of linking sounds to letters and understanding that from this we can read and write. Children will begin to recognise print in their environment and start to understand that this is one way of communicating with one another. It is vital that children understand that print carries meaning and that they are able to engage with this essential element of communication and the high importance it holds. We actively promote the importance of reading through stories, songs and poems in a variety of different contexts and for different purposes, using a wide range of media. We ensure that children are exposed to a range of quality texts that promote interest and a love of stories and reading.

We follow themes of learning within the EYFS and each term we share 3-4 core text books linked to our termly theme. We discuss how print conveys meaning and children are taught how to locate a word and are shown directionality. Intonation is modelled by the adults reading the books and comprehension and inference questions are asked at the end of the story.

In Reception children are encouraged to read daily and are read to daily in order to promote good reading habits. Children in Nursery take home a story to share with their family. When reception children are ready, they take a phonically decodable book matched to their ability and a book to share for pleasure.

Reading and phonics workshops are held to support parents to help their children learn to read and to engage them with school.

Phonics and reading are assessed regularly. Teachers complete an online tracking sheet for each child on Insight (assessment tracker), highlight the EYFS profile and complete phonics tracking sheets.

The Reading Environment and Entitlement:

At The Good Shepherd, our learning environment promotes a love of reading. Books are available across the school. The first area of our nursery setting, is their library. Children are greeted by books on day one. Every class has a book corner, which promotes quality books and authors.

Reading at home

All children take home books to read from school. Children in Early Years and Key Stage 1 are sent home with a fully decodable book until they complete the phonics programme at which point they move to a levelled reader. They also take home one high quality picture book to share with an



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adult as we recognise the importance of promoting reading for pleasure. Children in Key Stage 2 take home a levelled reader until they are considered 'free readers'. Teaching staff help guide pupils' book choices so that they read widely, make appropriate choices and develop an enthusiasm for reading.

Children from Reception to Year 6 are expected to read at home regularly and this forms a central element of our homework policy. The school have recently introduced Boom reader which is an app whereby children can record their reading. To help parents support their children with reading at home we run workshops for parents in each phase and guidance is shared with all families. We also hold a variety of community events during the school year which aim to promote a love of reading while providing examples of how to read aloud with children.

Reading for pleasure

Each day, all children have a timetabled read aloud session. These sessions are:

- Used for teachers to read aloud, sharing high quality literature and modelling reading.
- Daily Reading
- Reciprocal/group reading tasks. Teacher will work with a different set of children each day

Events

We also aim to encourage a love of reading through events like celebrating World Book Day, and virtual author visits.

Linking curriculum and pedagogy:

Our reading curriculum is taught across each year in blocks that enable pupils to develop their fluency, prosody and comprehension skills and develop their vocabulary and knowledge of the world. Each block builds upon prior learning, with opportunities to introduce and revisit key concepts in order to deepen pupil understanding and embed learning.

Phonics

We follow the Unlocking Letters and Sounds programme. Each session includes 5 elements. They are:

- Revisit
- Teach
- Practise
- Apply
- Revise (Address misconceptions)

Phonics is taught daily in both Reception and Year 1. Children in Year 2 will also take part in phonics lessons at the beginning of the school year until they are able to decode successfully. Children in Reception and Year 1 will also take part in a guided reading session once a week and they will take home a decodable book which is closely matched to their ability.

Year 1 - Year 6 - CUSP Reading

- Teachers plan reading sessions following (and adapting where necessary) the CUSP units.
- Spring 1 - Lesson structure will follow the CUSP model – Connect, Explain, Example, Attempt, Apply and Challenge.



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All children will work together on the same lesson content at the same time and some content will be scaffolded for specific pupils.

- Children will work from pupil task strips that help teachers to structure lessons, and will be encouraged to engage in deep discussion around texts as the precursor to written responses.

Key Stage 1 - Structure

- Children in Years 1 and 2 receive high quality daily phonics teaching (30 minutes).
- In addition they receive daily whole class reading lessons.
- Explicit reading fluency and prosody training is built into the structure.
- Explicit vocabulary instruction underpins each session.
- Children will be exposed to challenging texts above their level of decoding ability.
- Lessons act as a very structured story time where pupils can be fully immersed in demanding text above their level of independent decoding but with high quality strategy instruction.
- Opportunities for children to read independently during lessons will use texts or extracts that match the children's decoding ability.

Key Stage 2 - Structure

- Children in Years 3 - 6 receive a daily explicit whole class reading lesson.
- Explicit reading fluency and prosody training is built into the structure.
- Explicit vocabulary instruction underpins each session.
- In the first week there is a focus on retrieval skills.
- In the second week there is a focus on inference skills.
- Other reading skills are taught proportionally over the units.

An example :

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Class reader <ul style="list-style-type: none"> • Reading fluency • Explicit vocabulary instruction • Summarising/ comparing/ predicting 	Extract based teaching <ul style="list-style-type: none"> • Reading fluency • Explicit vocabulary instruction • Retrieval skills 	Extract based teaching <ul style="list-style-type: none"> • Timed practice • Explicit vocabulary instruction • Retrieval skills 	Multiple text study, inc. Class reader <ul style="list-style-type: none"> • Explicit vocabulary instruction • Retrieval skills 	Class reader <ul style="list-style-type: none"> • Understanding themes • Authorial intent • Personal response
Week 2	Class reader <ul style="list-style-type: none"> • Reading fluency • Explicit vocabulary instruction • Summarising/ comparing/ predicting 	Extract based teaching <ul style="list-style-type: none"> • Reading fluency • Explicit vocabulary instruction • Inference skills 	Extract based teaching <ul style="list-style-type: none"> • Timed practice • Explicit vocabulary instruction • Inference skills 	Multiple text study, inc. Class reader <ul style="list-style-type: none"> • Explicit vocabulary instruction • Inference skills 	Class reader <ul style="list-style-type: none"> • Understanding themes • Authorial intent • Personal response

Pupil task strips:

- Designed to build conceptual fluency
- Provide a framework for response that scaffolds pupils towards independence
- Expose children to a diverse range of question frameworks
- Embed opportunities to challenge pupils thinking - going deeper within question frameworks



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Assessments

A range of assessments are used, formatively and summative, to judge progress and areas for support:

Formative assessment

- Pupils' reading books
- Pupil book studies

Summative assessment

Non-statutory:

- Year 3 - 5 PiXL assessments
- PM Benchmarking

- NGRT

Statutory:

- Early Learning Goals (Comprehension and Word Reading)
- Year 1 Phonics Screening
- End of KS1 SATs reading papers
- End of KS2 SATs reading paper

High quality outcomes:

Pupil's reading books and pupil book studies will:

- capture increasing understanding of knowledge and skills
- demonstrate a clear sequence of learning
- facilitate a quality opportunity for practising and developing oracy skills

Pupil Voice

In lessons and pupil book studies, pupils can:

- recall titles and authors/poets of books/poems they have read
- define and use new vocabulary
- talk knowledgeably and confidently about what they have read
- articulate their understanding of a specific comprehension skill
- give their own opinion
- support their answers with evidence
- talk about their progress regardless of starting points
- articulate their understanding of the role of feedback
- demonstrate pride, awareness and effort