

How we teach core subjects

English: Reading

At St Peter's, we recognise the great importance that reading has in both engaging children and enabling them to become successful learners. It is vital that children learn to read fluently as quickly as possible to become successful readers who can gain information for themselves.

Our reading curriculum has four main aims. These are:

- 1) Increase pupils' reading fluency
- 2) Increase pupils' understanding of written English and the world to which it relates
- 3) Nurture pupils' understanding of their subjective, strategic role in interpreting and appreciating texts
- 4) Develop pupils' enjoyment of reading

We aim to do this through providing them with opportunities to access and discuss a wide range high quality texts, whether that be through their independent choices or the texts they study in class with their teacher. At St Peter's, reading doesn't just happen in reading lessons. It is the thread that runs throughout our curriculum.



Subject Concepts

We teach our reading through our reading subject concepts. These concepts are:

- Decoding
- Fluency
- Inference
- Compare, Contrast and Comment
- Performance

These subject concepts are mapped out across our three milestones to ensure coverage and progression:

St Peter's English Reading Curriculum Small Steps

SMALL STEPS	Milestone 1 	Milestone 2 	Milestone 3 
DECODING	<p>To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond quickly, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -in, -ing, -ed and -endings. To read words with contractions, e.g. I'm, it's and we'll. To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes. To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p>	<p>To use their phonic knowledge to decode quickly and accurately. To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.⁸ To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -sion and -cian, to begin to read aloud. To begin to read Y3/Y4 exception words. To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -ible/-ibly and -ible/-ibly, to read aloud fluently. To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings⁸ and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
FLUENCY	<p>To read texts to build up fluency and confidence in word reading. To check that a text makes sense to them as they read and to self-correct. To reread books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	

Vision Concepts:

Our vision concepts spiral throughout our curriculum. Where these values appear in what we are reading, teachers make reference to them and use them as teaching points.

Community

The concept that we have a responsibility as a Christian community to learn about, understand and love others in our school, village, nation and the world

Christian Values

The concept that if we live by our distinctively Christian values and can demonstrate the qualities of our learning friends we will be equipped as lifelong learners

Ambition

The concept that we should use our knowledge and skills to improve the lives of ourselves and others

Phonics and Early Reading (Bug Club Phonics)

As soon as children join St Peter's they begin to learn to read using our phonics program, Bug Club. During phonics lessons, teachers use the structure and resources provided by Bug Club to deliver the phonics session. This can include actions, songs, visual prompts, auditory hooks and stories. These resources support pupils' grapheme recognition and recall in the early stages of acquisition.

In Years R to 2, phonics sessions run daily, last approximately 25 minutes and are fun and interactive. Children are put into ability groups allowing the teaching to directly focus on the phonics phase they are currently working on.

Some children in Key Stage 2 may also have a phonic sessions if their teacher's assessment shows there is still need. Phonics sessions are in small groups with either a Teaching Assistant or the Teacher.

Children's understanding of phonics is assessed on entry into Reception (end of October) and then at half termly intervals. As part of these assessments, we assess children's grapheme knowledge, and their reading of tricky words and alien words to accurately assess their sight reading and blending skills. These allows us to accurately pinpoint what the child's area of particular weakness is, whether that be blending or grapheme knowledge. We have progression points for our phonics curriculum so that we know where children should be at certain points in the year. If a child is at risk of falling behind these progression points, we then provide intervention as necessary.

As children learn to read, it is vital that their home/school readers contain the sounds that they know so that they can gain confidence and experience success. Therefore, our phonic readers are under pinned by the structure of Pearson's Bug Club Books.

Accelerated Reader

When a child is completely secure with Phase 5 phonics, and has completed the Phase 5 assessment, they then take a Renaissance Learning STAR reading assessment and move onto our Accelerated Reader programme. The STAR reading assessment which provides the teacher with an accurate picture of the child's strengths and weaknesses as a reader. The children retake the STAR test in each assessment window (termly).

The STAR test provides the child with a ZPD score. This ZPD gives them a numbered range which to read across in our library. This ZPD allows books to be accurately matched to the reading level of the child. Once the child has read the book, they then complete a short online quiz which assesses their comprehension of the text. It is a requirement of children that they bring their book into school every day and read for at least 20 minutes per night.

Teachers carefully monitor the progress of the children in their class by checking quiz scores and progress in their ZPD scores. They intervene when necessary to provide support – this may be arranging for a children to be heard read regularly by an adult to check comprehension, encouraging the child to read at the lower end of their ZPD, working with the child to find a book their enjoy or discussing progress with parents/carers.

Children are regularly rewarded for their reading efforts. Each classroom has a Accelerated Reader display with 100% quiz scores and words read being celebrated.

At the end of each term, we also celebrate our "Reading Millionaires". These are our children who have read a million words during their time at St Peter's.

Our Reading Curriculum

Curriculum Overview

At St Peter's, our termly topics have one History focus, one Geography focus and one Book focus. In all of these topics, but especially the Book Focus topic, we engage the children with a wide range of texts and use these to enrich our curriculum. These reading opportunities are carefully mapped out in our Long Term Overviews to allow us to plan for progression and to avoid any excessive repetition of authors and themes.

ENGLISH LONG TERM PLAN – MILESTONE 3, CYCLE B

TERM	AU1	AU2	SP1	SP2	SU1	SU2
TOPIC	The Ancient Greeks <i>History</i>	The Ancient Greeks <i>History</i>	Vive la France! <i>Geography</i>	Vive la France! <i>Geography</i>	The Arrival <i>Book Unit</i>	The Arrival <i>Book Unit</i>
KEY TEXTS/VIDEOS USED TO SUPPORT THE WRITING UNIT	Orchard Book of Greek Myths	History Channel Video: Decisive Battles. The Battle of Marathon Greek Gazette by Fergus Fleming	Plastic Planet by Georgia Amson-Bradshaw	Short film: Mr Hublot Lonely Planet for Kids City Trails: Paris by Helen Greathead	The Arrival by Shaun Tan	The Island by Armin Greder Stolen History by Sathnam Sangera
CLASS READER	The Middler by Kirsty Applebaum	Clockwork by Philip Pullman	Rooftoppers by Katherine Rundell	Tyger by SF Said	Tyger by SF Said	Stolen History by Sathnam Sangera
GUIDED READING TEXTS	FICTION - Who Let the Gods Out by Maz Evans	FICTION - A selection of Greek Myths	FICTION - Rooftoppers by Katherine Rundell	NON FICTION – Lonely Planet for Kids City Trails: Paris by Helen Greathead How Science Saved the Eiffel Tower	POETRY – On the Move by Michael Rosen	NON FICTION – Stolen History by Sathnam Sangera

Lesson Structures

Our reading lessons are structured to allow the children to meet the aims of our curriculum. We have four types of lesson structure. These are Scaffolded Reading Lessons, Fluency Lessons, Extended Reading Lessons and Close Reading Lessons. The proportion of time that pupils spend on each focus depends on where they are on their journey to fluency. Lower down the school, more time will be spent developing pupils' fluency. As pupils move up the school and are fluent readers, more time will be spent on extended reading lessons and doing close reading of the text. A brief overview of the types of lesson structures are given below.

Scaffolded Reading Lessons - These lessons are designed to give Year 1 pupils (or those in the earlier stages of fluency) plenty of decoding practice through repeated reading to build up fluency.

Fluency Lessons – Fluency lessons is a structure for teaching reading designed to target pupils' reading fluency through successful decoding practice and repeated reading. Through repeated reading of texts, pupils observe the modelling of fluent reading and explicitly practise it.

Extended Reading Lessons – Extended reading is a structure for teaching reading that is designed to give pupils plenty of experience of the written English language. It recognises that the breadth of our pupils' reading experience is as important as the depth of their exploration of individual texts. In an extended reading lesson, pupils engage with a lot of text, either with support or independently. The reading is interspersed with explanations and questions that don't overly interrupt the flow of the lesson, allowing pupils the chance to feel immersed in texts while teachers track and support comprehension.

Close Reading Lessons – Close reading is a structure for teaching reading that is designed to engage pupils in deeper exploration of texts. The aim is to carefully consider the ways authors use language and the impact this has on different readers. Through discussions of texts, pupils can also gain understanding of themselves as readers. This means encouraging them to see that texts can be interpreted in different ways.

Interventions

At St Peter's, we have three main types of reading intervention to enable children to keep up with their peers. These are:

Phonics Intervention: If a child is falling below the phonics progression points of our phonics scheme, the child is given a targeted phonics intervention

Reading Fluency Intervention: If a child has a low Oral Fluency Score (estimated by their Accelerated Reader Star Data), the child receives a fluency intervention following the lesson structures set out in Primary Reading Simplified by Christopher Such

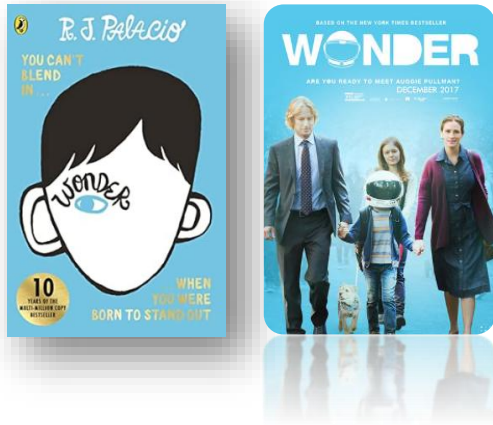
Reading Comprehension Intervention: If a child has poor reading comprehension (as shown by their NTS Assessments and Accelerated Reader Quiz Scores) they take part in an intervention using the online Reading Eggs programme.

Class Readers

At St Peter's, our children are read to daily and we ensure that this time is protected. This begins as a daily picture book in EYFS and progresses into longer chapter books by the time the children reach KS2. We carefully choose these books to allow us to cover a range of themes, a mixture of fiction and non-fiction, and a range of authors. These books are mapped out as part of our Long Term English Overviews.

Book Club Interventions

In KS2, we monitor children's engagement with reading through Accelerated Reader. If a child isn't doing enough independent reading and is failing to meet their Reading Engagement Target, the child is invited to their The "Book Was Better" Club which runs every term. During The "Book Was Better" Club, the children read a book which has a film version (selected by the English Co-ordinator) in their own time. After completing the book, they meet to discuss the book over biscuits and hot chocolate, and watch the film together. They then compare the film and if the book was actually better.



Wonder by R.J. Palacio: A "The Book Was Better" choice for Milestone 3

Home Reading Books

It is our expectation at St Peter's that children read as much as possible at home. If a child is on the Bug Club phonics programme, they take home a Bug Club Phonics book and a "Choosy Book" that they have self-selected from the library. They also have a home/school reading record so parents can record any reading they do at home.

Once the child has moved onto Accelerated Reader, they select a book from the library which is within their ZPD range. It is our expectation that the children read for 15 minutes per day in KS1 and 20 minutes per day in KS2. This is not recorded in a home/school reading books as teachers monitor this on Accelerated Reader and intervene where necessary.

Children who are not fluent readers and who have little adult support at home are on a priority reading list to be heard read by an adult in school.

Assessment

Reading at St Peter's is assessed in a variety of ways. If a pupil is working through our Bug Club Phonics programme, they are assessed each half term. This allows the teacher to place them into the appropriate phonics group and provide intervention if necessary.

Once pupils have completed Phase 5 phonics, they will then move onto our Accelerated Reader program. Each term, pupils take a STAR reading assessment which provides teachers with an overview of their strengths and targets as a reader.

Pupils from Year 1 to Year 6 also take termly NTS Assessments which assess their reading comprehension.