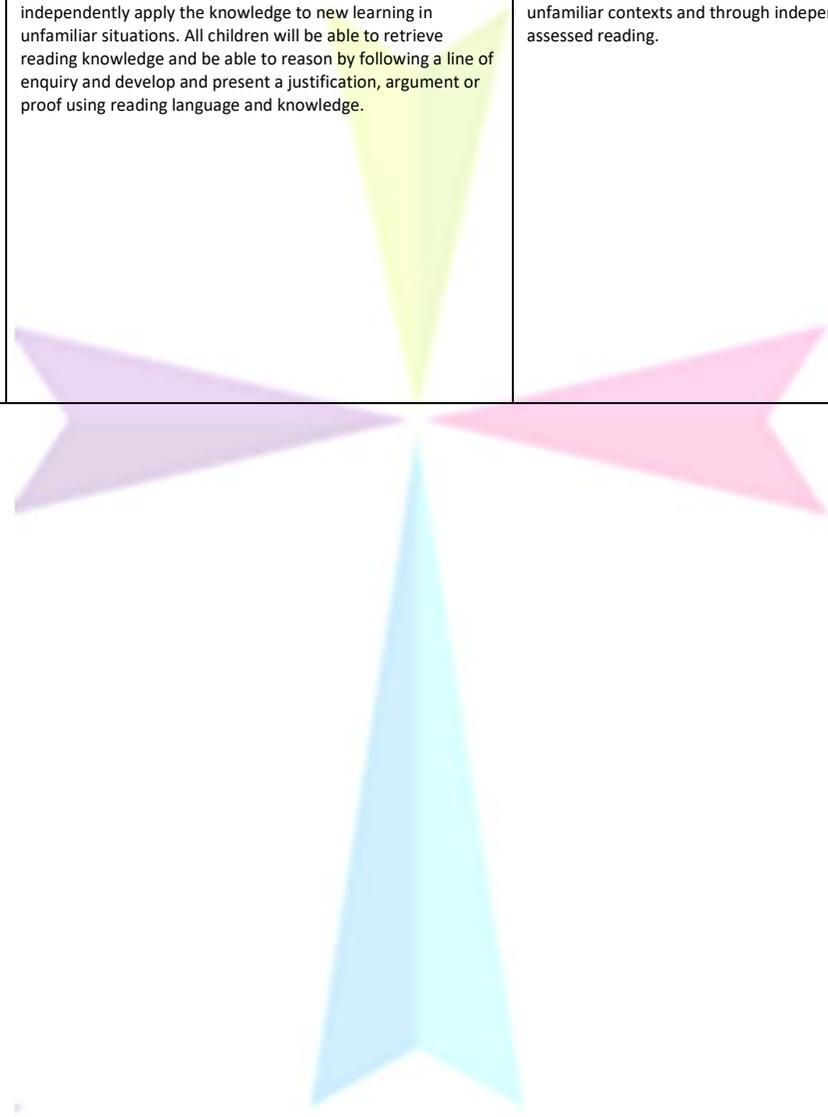


# Caton St Paul's C of E Primary School Reading Curriculum Statement

|                                       |   |  |  |   |                         |                       |                       |                                       |                       |                       |  |  |  |
|---------------------------------------|---|--|--|---|-------------------------|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|--|--|--|
| INTENT                                | Our intentions: <b>At Caton ST Paul's C of E Primary school we intend reading to provide our pupils with new experiences, improving their language and vocabulary skills and stimulating their imaginations. We will do this by giving pupils opportunities to access quality texts from a wide range of genres and authors. We intend every child be given the tools and skills in both word reading and comprehension to develop into an enthusiastic and confident reader, where they can develop a life-long love for reading and open doors into a world of creativity and imagination.</b>  |  |  |   |                         |                       |                       |                                       |                       |                       |  |  |  |
|                                       | <p><b><u>Vocabulary:</u></b><br/>Our intentions for vocabulary in Reading is to expose all pupils to year group specific key language taking from our school's knowledge and skills progression document. Teachers will share with the pupils the vocabulary that will be required to be used within the lesson. Pupils will be expected to use the vocabulary both verbally and in written form to discuss, reason and communicate about quality texts they have read both independently and collaboratively.</p>  | <p><b><u>Knowledge/Skills:</u></b><br/>The intentions of Reading in school is to create a knowledge and skill led English Curriculum. Throughout their time at Caton ST Paul's, pupils will be given regular opportunities to practice and apply their Reading skills. Pupils at our school will be able to draw upon their Reading knowledge, both in English and across subjects in our curriculum (Knowledge led and engagement) through a range of practical, collaborative and written work.</p>  | <p><b><u>Progression:</u></b><br/>Teachers will plan lessons that cover the knowledge and skills that are expected for each year group. Teachers planning and teaching will ensure they are covering the NC POS for each year group plus the ELGs, knowing what has been taught the previous year and what are the next steps in K&amp;S for the next year group.</p>  | <p><b><u>Concepts:</u></b><br/>Through studying English, pupils will develop a strong understanding of the importance of reading comprehension. Pupils will develop the skills within reading comprehension explicitly (Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequencing/Summarising). Pupils will develop their ability to read high quality texts both independently and collaboratively and be able to answer questions both orally and in written form.</p>   |                         |                       |                       |                                       |                       |                       |  |  |  |
| IMPLEMENTATION                        | <p><b><u>Inclusive teaching and learning:</u></b><br/>In Reading all teachers will implement adapted and personalised teaching approaches, materials and resources that accommodate the learning needs of all pupils.<br/>- Personalised work (challenge, resources) so that all pupils can achieve - Personalised adult support relative to the pupils so again all pupils can succeed.<br/>- Pre tutoring to teach pupils key vocabulary, knowledge and skills.<br/>- Access to resources and equipment to support their acquisition of Reading knowledge and skills including the LRP and Accelerated reader (this is being introduced late Spring 2022).<br/>- Access to resources and word or sound mats to support their learning and the teaching of key skills.<br/>Volunteers/Parent helpers come in to read 1-1 with different pupils.<br/>- Provide opportunities for reading to be linked to other curriculum areas where possible and relevant. (Please see a breakdown of our English Policy available online for a more detailed and in-depth breakdown of teaching and learning).</p>   | <p><b><u>Subject coverage/curriculum:</u></b><br/>The programmes of study set out within each domain in the National Curriculum and EY Framework will be used to ensure children get the learning experiences that is required. The curriculum overview document acts as the basis for teachers' planning. It is tightly planned to ensure the breadth and balance of knowledge and skills are covered over time. Teachers follow this document closely, and only vary from it with the approval of the subject leader. Teachers may use their professional judgement to respond to British and global events to read/teach relevant texts providing children with a variety of different genres. Teachers create frequent opportunities for pupils to develop and recall knowledge.</p> | <p><b><u>Resources:</u></b><br/>The implementation of HQTl in Reading is supported by all teachers having access to online tools to support their teaching of the Reading Curriculum, while also working closely with the Writing Curriculum. KS1 and KS2 have access to the school library, class books all fully decodable, Letters and Sounds, Phonics Play, Oxford Owl. All Ks2 classes have access to the school library and class sets of newly purchased high quality YGE books. Teachers share quality resources with each other when discovered and implement. Teachers can also access high quality texts into their teaching through accessing the Lancashire grid for learning planning section – examples texts, books. We have also invested in the talk for write courses and teacher share good resources and book recommendations.</p>  | <p><b><u>SMSC:</u></b><br/>In responding to a poem, story or text; pupils can be asked 'I wonder what you wonder?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' E.g. when responding to text through drama or Real Reading thinking stems. By appreciating the beauty of language, e.g., poetic language within stories and poems. By providing opportunities for learning to continue at home e.g., through homework projects; through Reading Together events; through spelling games. By providing opportunities for pupils to engage with texts from or representing different cultures, e.g., Handa's Surprise</p> |                         |                       |                       |                                       |                       |                       |  |  |  |
|                                       | <p><b><u>Local context:</u></b><br/>Pupils are taught about the local environment and are given opportunities to investigate and make links to the wider world. Children are encouraged to discover their locality through different external stimuli (trips, visitors and strong links to our locality). We try to ensure that local experts support us in delivering high quality reading experiences where possible. KS1 and KS2 children have the opportunity to work with an author as part of lessons linked with reading and writing. We try to ensure we offer the children a chance to meet a variety of authors who come from different backgrounds and cultures to expand their cultural capital. We also visit local sites i.e. Morecambe, Kirkby Lonsdale, Caton and Brookhouse, Coniston, Grisedale forest etc., when writing for different purposes and when looking at different authors, styles and genres of texts.</p>   | <p><b><u>Adaptations and Prioritisation:</u></b><br/>We have reviewed and adapted our English Curriculum and English Policy as a result of missed QFT. Our T&amp;L plans consider the disruption to teaching, and aim to secure firm foundations before moving on to new learning. Subject Leaders have met with staff and looked and talked through coverage and worked out what needs to be focused on in 2021/2022 as a result of the disruption caused in schooling in the past two academic years. New book sets have been ordered and reading and writing teaching and learning areas within all classrooms have been made a priority.</p>   | <p><b><u>Evidencing teaching and learning:</u></b><br/>At the start of Autumn term, pupils will be assessed using a YG appropriate test e.g. phonics test against letters and sound criteria and books accurately and carefully matched to their level.<br/>AR being implemented in key stage two reading assessment to ascertain their ZPD.<br/>Upper KS2 past SAT's papers used to track reading ability and progress. Books again closely matched to individual pupil ability.<br/>All classes in KS2 monitor the amount of reading their children do and reward this progress – encouraging enjoyment and ensuring they are accessing high quality and varied texts.<br/><br/>It is important at our school that children listen to high quality books read to them. This current book/s will be listed on class door for all to see –makes for a good discussion point with the children and promotes comprehension skills.</p> | <p><b><u>Primary and Early Years overview</u></b><br/>Please see long term year group overviews for texts to be covered in each year group</p>  |                         |                       |                       |                                       |                       |                       |  |  |  |
|                                       | <p style="text-align: center;"><b>EYFS</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width: 33%; text-align: center;">Phonics teaching</td> <td style="width: 33%; text-align: center;">1-1 reading</td> <td style="width: 33%; text-align: center;">1-2 summer term guided reading</td> </tr> </table> <p style="text-align: center;"><b>Primary National Curriculum</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width: 33%; text-align: center;">KS1<br/>Phonics teaching</td> <td style="width: 33%; text-align: center;">KS1<br/>Guided reading</td> <td style="width: 33%; text-align: center;">KS1<br/>Shared reading</td> </tr> <tr> <td style="width: 33%; text-align: center;">KS2<br/>Discrete spelling skills/rules</td> <td style="width: 33%; text-align: center;">KS2<br/>Guided reading</td> <td style="width: 33%; text-align: center;">KS2<br/>Shared reading</td> </tr> <tr> <td style="width: 33%;"></td> <td style="width: 33%; text-align: center;">All classes will read for pleasure and we will celebrate events linked to authors /World Book day etc.</td> <td style="width: 33%;"></td> </tr> </table> | Phonics teaching   | 1-1 reading  | 1-2 summer term guided reading  | KS1<br>Phonics teaching | KS1<br>Guided reading | KS1<br>Shared reading | KS2<br>Discrete spelling skills/rules | KS2<br>Guided reading | KS2<br>Shared reading |  | All classes will read for pleasure and we will celebrate events linked to authors /World Book day etc. |  |
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| <p><b><u>Pupil voice:</u></b><br/>Our whole-school curriculum approach means listening to the voices of everyone in the school community. This includes children and young people as well as parents and careers, and school staff. Our children and young can offer unique perspectives on what it is like to be part of a reading lesson; involving them in decision-making creates a meaningful change and better academic outcomes, as well as facilitating a sense of empowerment and inclusion.</p> | <p><b><u>Knowledge:</u></b><br/>Reading knowledge has been mastered when a child can confidently and securely talk about their reading knowledge using the reading language to explain their ideas and can independently apply the knowledge to new learning in unfamiliar situations. All children will be able to retrieve reading knowledge and be able to reason by following a line of enquiry and develop and present a justification, argument or proof using reading language and knowledge.</p> | <p><b><u>Skills:</u></b><br/>All children will have the skills and the resilience to solve problems by applying skills linked to reading to a variety of situations with increasing sophistication, including in unfamiliar contexts and through independent, shared and assessed reading.</p> | <p><b><u>Cultural capital:</u></b><br/>Our children face unique economic, environmental, and humanitarian challenges. The problem solving required to address these challenges requires solutions that have never been thought of before. In order to tackle these problems, our teachers must challenge the traditional methodologies used in reading lessons and encourage new reading strategies through the facilitating of creative learning and exposure to high quality real world and traditional texts.</p> |
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