

# Corpus Christi Catholic Primary School

## Reading

### Teaching and Learning at Corpus Christi

At Corpus Christi we believe that all children can achieve which underpins all learning. In all subjects, recalling pre-knowledge and skills is fundamental to our rationale for all curriculum areas. This means that essential knowledge and skills are revised and linked made with children's current learning in all subjects. Key concepts are highlighted and over-learning of these areas occurs through repetition, modelling and scaffolding of learning; thus becoming embedded in the long term memory. Our Schemes of Work ensure learning is progressive and sequential. In addition, reading and vocabulary are emphasised in all subjects.

### Intent of the Reading Curriculum

The Reading curriculum has been designed to allow children to transfer their knowledge and skills in reading to their long term memory. At Corpus Christi, we believe that reading is an essential life skill that provides children with the access to all other curriculum areas and to all aspects of life. – if children cannot read accurately and with comprehension, they cannot access the rest of the curriculum and are disadvantaged in all aspects of their future development.

We want children in our school to become enthusiastic, independent and reflective readers and to enjoy reading.

Our aim is to provide high quality, inclusive teaching and learning experiences so our children become enthusiastic, confident and independent readers. Enjoyment is enhanced through memorable learning opportunities for example Word Book Day, Learning Adventure Weeks/Days and the use of the library.

We therefore intend all children will:

- ✓ Practise, consolidate and develop secure phonics, hence developing as confident and fluent readers.
- ✓ Practise, consolidate and develop reading skills across the curriculum.
- ✓ Have an interest in books and read for enjoyment whilst developing the skills to read a range of texts fluently and with good understanding.
- ✓ Read with confidence, fluency and understanding to a range of audiences and genres of texts.
- ✓ Develop their powers of imagination and critical awareness.
- ✓ Understand how grammar and punctuation is used, building on skills each year and applying this knowledge when reading.
- ✓ Build-upon and learn new vocabulary to develop understanding of concepts and knowledge.
- ✓ Read a variety of different books and texts to promote over learning and the development of pre-skills.
- ✓ Read a variety of books that reflect different cultures and experiences to enhance understanding and value of different backgrounds.

We use a range of pedagogical practices in the teaching of reading, ranging from small group teaching, independent tasks and whole class teaching. We focus on teacher modelling, effective questioning and

giving children memorable experiences and over-learning to ensure that key knowledge and skills are transferred to children's long term memory.

### **Implementation of the Reading Curriculum**

We have high expectations of children and the progression of their reading skills and are determined that every child will read with accuracy, fluency and comprehension regardless of their ability. All children are regularly heard read throughout their time at Corpus Christi. We offer as many opportunities for reading as we can to develop a love of reading and the development of children's vocabulary. This happens in English lessons, specific reading lessons and across the curriculum.

All children have access to the Library which they can use to extend their independent reading and all classes promote reading with a reading corner and display.

Reading is led by the English Leader who works with staff to develop the Scheme of Work and provides training and support.

**Phonics:** In order for all our children to become fluent, confident readers who have a love of reading, it is paramount that we teach phonics, which is known to provide children with the key knowledge and skills they will need.

We follow Ruth Miskins' Read Write Inc (RWI) programme.

- Early Years, children receive a daily phonics lesson, targeted at their current level of attainment, and are supported to apply their phonic learning in their reading and writing. Reading books are matched to children's phonic ability which builds confidence immediately. Common exception words (tricky words eg said) are also taught to help with children's fluency and comprehension.
- Key Stage 1 are taught in groups organised by current phonic attainment. Phonics is taught for an hour a day on 4 days of the week. Children are encouraged to apply their phonic knowledge in their reading and writing. Reading books are carefully matched to children's phonic ability and progress is continually monitored.
- Discrete phonics teaching continues in KS2 for children who require extra support and learning time to focus on securing their phonics knowledge.
- Teachers continually assess children's progress in phonics and additional phonic interventions are provided, so that children can catch up with their peers.
- All staff are trained in the RWI programme so that all children can be supported to improve their reading.
- The Reading Lead monitors the teaching and learning of phonics across the school and also provides support and training for parents.

**Reading:** Our English/reading curriculum covers the skills outlined in the National Curriculum through challenging and inspiring topics.

- High quality texts are used to drive the English and the wider curriculum, and to deliver the content in a meaningful contexts and wherever possible cross-curricular links are exploited.
- Reading is developed across the whole curriculum.
- KS1 – considerable time is given to develop children's ability to read with accuracy, fluency and understanding.

- KS2 – reading skills are taught as part of the English curriculum, with opportunities to practise and consolidated in the wider curriculum.
- Children visit the school library each week where they can select a book to enhance enjoyment of reading.
- The Scheme of Work sequences learning so that knowledge and skills are practised, consolidated and applied so that they are embedded in the long-term memory.
- A range of teaching approaches and methods are used to develop understanding, knowledge and skills including:
  - Analysis of texts;
  - Comparison of author’s work and texts
  - Retrieval of information
  - Exploration of the meaning of vocabulary
  - Ability to summarise, predict, make inferences and explain views and opinions.

### **Home-School Reading**

Home school links are very important in reading and within KS1 and LKS2 children take home books regularly from our extensive resources in school. These reading books are matched to individual children’s reading abilities. Children are heard reading frequently by an adult, especially in KS1 until their confidence, fluency and understanding has been developed. Children share these books with parents/carers at home and also teaching assistants and teachers in school. Any comments made during these sessions by either party can be recorded in children’s reading diaries therefore it is very much a two way process. Children will move through the phonic stages and book band colours at the class teacher’s discretion. To ensure pupils have a wealth of texts to enjoy at home all KS1 children also have access to Oxford Owl online reading books and all KS2 pupils also have personal logins for our eBook service. All children still have reading diaries and these are used to track children’s development in reading as they become more independent readers.

### **Impact of Reading Curriculum**

By the time children leave Corpus Christi, they have developed secure reading skills that enable them to access the wider curriculum and future learning and experiences.

Reading is monitored by senior leaders and the English leader.

Phase teams discuss the progress of children during and at the end of each unit, feeding this back to the English leader and agreeing amendments and adjustments to approaches taken and objectives that need further practise and consolidation.

All children’s achievement is monitored carefully against agreed targets so that progress is strong.