

# Coalway Community Infants School

## Reading Curriculum Intent



### Whole school Vision:

- We will nurture our children to become happy, independent, confident and valued individuals who will be able to make healthy, happy relationships with a range of people. They will develop positive personal traits, values and attitudes, which will prepare them for later life experiences.
- We will ensure all of our children experience a broad, rich curriculum, tailored to the unique needs of each individual child.
- Our children will have developed knowledge, understanding and skills across the curriculum by the time they leave us, ensuring that they have the skills necessary for their future success.
- We will focus in particular on supporting the development of our children's early communication and language skills, early reading and early mathematics skills, to accelerate their progress and prepare them for the next stage of their education.
- We will enable our children to believe in themselves and be aspirational, to achieve the highest possible standards and be successful.
- We will help our children develop a love of and enthusiasm for learning, where they are proud of themselves and celebrate everyone's achievement.
- We will care for and support everyone within our 'Coalway family', establish good communication and relationships, and work together to provide the best outcomes for all of our children. We will continue to develop the children's understanding of their belonging within the community and the wider world and strive to develop strong successful partnerships beyond the school.
- We will ensure that all children try new things, perform in a show, learn outdoors, including within our beautiful Forest of Dean setting, have experiences within the local community, visit new places and have the opportunity to learn to swim.
- Our children will leave Coalway Infants with positive, happy memories, having had a wealth of experiences an a range of academic, creative, sporting, cultural and spiritual opportunities.

### Reading Vision

At Coalway Infant School, we want all our pupils to read well and develop a love of books and reading. Research shows that children who read and choose to do so for pleasure achieve better in all areas of the curriculum and have improved outcomes and opportunities in their adult life. A solid foundation in reading is the basis for success in writing and also contributes to children's language skills as quality texts expose children to correct grammatical structures and vocabulary which is richer than that of typical everyday spoken language. Reading fluently and with a good level of understanding will enable effective communication. We are determined that all children learn to read regardless of their background.

### Developing Skills for Life in a Broad and Balanced Curriculum

We aim to provide a high-quality curriculum, that facilitates and nurtures interactions and relationships and is built on routine. It is essential to explicitly scaffold teaching to grow confidence in our learners, assess and address gaps in learning and understanding in individuals, groups and cohorts, and provide space for our pupils to discover their self-esteem and self-confidence, their skills and their knowledge.

We are confident that we are well-placed to be able to achieve this. Pupils express their enjoyment of coming to school and learning, and being part of our whole school community. Our pupils are secure in our school setting, have good relationships with school staff and approach learning with a growth mind-set.

### What are the priorities?

- To deliver a high-quality curriculum so that all pupils - particularly disadvantaged, SEND and vulnerable pupils - are given the support needed to make substantial progress by the end of the academic year. All children will be readers regardless of background, needs or ability.

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- To teach a broad and ambitious curriculum in all subjects, including English.
- To identify gaps and establish good progress in the essentials (phonics and spelling, reading, increasing vocabulary and writing), identifying opportunities across the curriculum so that pupils can read widely, and develop their knowledge and vocabulary.
- Use an agreed phonics programme. The books that children read are matched closely to the phonics programme and to the sounds that are taught. Children re-read these books and practice in school and at home. There is a clear progression, term by term, from EYFS to Year 2.
- Expose children to stories, poems, rhymes and non-fiction to develop vocabulary, language, comprehension and love of reading. Children are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.
- Ongoing assessment of phonics and reading progress is sufficient and detailed to identify any pupil who is falling behind. Targeted support is given to support children to catch up with their peers.
- Teachers are experts in the teaching of phonics and reading.
- To ensure all pupils in YR make a good start, from the start in phonics and reading; this may require addressing gaps in language and early reading.

### How is Reading taught?

#### Whole School

- Coalway Infant School provides a rich reading environment that supports our pupils to be able to read easily, fluently and with good understanding; to acquire a wide vocabulary; to develop the habit of reading widely and often, for both pleasure and information; and to have an appreciation for our rich and varied literary heritage. We have reading corners/areas into each classroom as a dedicated space where children can enjoy reading and be exposed to a range of high-quality texts exploring different genres. This includes fiction, non-fiction, poetry and books to celebrate diversity.
- Parents and children are encouraged to read 4+ times a week at home – Reading rewards are given to children that achieve this; those that don't in EY/KS1 are supported with 1:1 reading in class.
- Reading Rewards – at the end of each week, children gain stamps on their READ (Read Everyday And Discover) smiley face charts to show how many reads they have completed at home that week. This is taken from their reading record. Once they have completed all of the stamps on their first face, they will get a bronze reading award certificate and badge. They complete another face for silver and again for gold. Children will then need to complete a number of read challenges to gain a further certificate. The certificates and badges are awarded in our weekly celebration assembly.
- KS1 pupils read for pleasure every morning during registration. The aim is to increase pupils' fluency, speed and reading stamina by providing opportunities to increase reading miles. This is a time where the focus is on the children choosing what they want to read and where they want to read rather than someone selecting for them.
- Reading Spine – Each year group has a carefully selected and progressive reading spine including texts that are shared and read aloud each term by the class teacher. These texts are varied and introduce children to a range of genres and authors. They introduce pupils to different texts including some challenging texts with more demanding sentence structures, vocabulary and themes, often that are beyond their own independent reading abilities.
- Year group authors – Each year group has a chosen author for each long term (3 per year). Texts written by the focus author will be shared with the children and an area in the library will display the authors and texts for the children to explore.
- Weekly library sessions mean that children have the opportunity to read for pleasure and borrow a book to take home for the week. This will be in addition to their reading book which is matched to their reading ability in order to increase and enrich their reading experiences.
- Children are read to daily. This is either a text from the reading spine, an author focus text or another text chosen by the class teacher.
- Use continuous assessment to tailor teaching to individuals, groups and cohorts according to need. This will include informal assessments of 1:1 and group reading, formal assessments through testing of phonic

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recognition at baseline and milestone points throughout the year using Little Wandle Assessment, and NFER assessments for reading in KS1.

### EYFS

- Daily phonics (Little Wandle) and Group Reading - application of phonics skills (Collins Big Cat Phonics books)
- Regular 1:1 supported reading including phonics 'Keep up' for the lowest 20%
- Daily English activities structured around quality texts
- Access to a rich class reading environment including the class book areas with boxes of quality texts and comfortable seating

### KS1

- Daily phonics for Y1 and those Y2s still following our phonics programme (Little Wandle)
- Additional individual daily phonics coaching (Little Wandle) for the lowest 20% to embed skills for those working below or just below ARE.
- Regular 1:1 supported reading for those who do not read regularly at home or who need additional practice at applying decoding skills in context
- Daily English lessons taught through a quality text
- Group Guided Reading (Year 1) - application of phonics skills (Little Wandle) or extending decoding skills and developing comprehension skills (Collins Big Cats books and quality texts)
- Y2 Guided reading is taught whole class. The focus is on bridging the transition from reading fully decodable texts to being an independent reader. Guided reading sessions are focussed around the VIPERS to embed reading skills and develop comprehension (vocabulary, inference, prediction, explanation, recall and sequencing).

### Intervention

- Regular targeted 1:1 reading support given to EYFS/1/2. Support given to identify children based on reading fluency and the amount of reading miles covered at home.
- Phonic interventions for individuals and small groups where needs are identified.
- Phonics coaching for lowest 20% in EYFS/Y1, and those who need overlearning / additional support in Y2.

### Why reading is taught in this way

Reading is prioritised and is a daily offer for all children.

We provide and encourage frequent and varied reading opportunities, recognising that it is essential that pupils accumulate as many reading miles as possible; the more a child reads the better the progress they will make.

### EYFS

Reading is embedded throughout EYFS provision. EY English lessons and Reading for Pleasure 'book spines' feature a wide range of different genre, stories and NF texts that link with the theme, KS1 text or pupils' interests. There are frequent opportunities to listen to stories, re-enact stories and sing rhymes and chants to help to set a firm foundation in early reading skills and establish a love of reading.

Our approach to teaching phonics (Little Wandle) is a highly progressive and integrated to teach and embed reading and writing skills. Pupils learn the phonemes alongside their corresponding graphemes.

### KS1

Pupils read age-appropriate texts and carry out follow-up learning activities.

We are confident that teaching Phonics and reading through the Little Wandle scheme in Y1 ensures an age-appropriate and progressive approach to the teaching of skills. Children in Y2 use the Little Wandle bridge to spelling and spelling programme to move beyond phonics with a focus on spelling rules and patterns. They practise reading in guided reading sessions using The Literacy Shed and Big Cat texts.

### Our Reading Curriculum Texts

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All English lessons are structured around quality texts through The Write Stuff alongside texts chosen for our reading spine and author focus texts for each year group. We want to ensure all children develop a love of reading and, as part of cultural capital, all children have access to quality texts from a range of classic and contemporary fiction and poetry. Teachers will model the skill of reading (including intonation and expression) and give pupils the opportunity to listen to and enjoy a story whilst also improving pupils' concentration skills through a shared experience.

We are confident that teaching Guided Reading and reading in English lessons through challenging, quality texts is the right approach at Coalway Infants, ensuring an age-appropriate and progressive approach to the teaching of skills in a rich and wide-ranging reading environment.

#### How does Reading meet our curriculum intent?

##### **Focus on the core skills of reading, writing and maths**

Reading is prioritised in the timetable and taught every morning across the school (in phonics and spelling sessions), alongside regular opportunities for reading independently and sharing class novels. It links closely to the development of writing and English quality texts are carefully selected to enhance these links. Teachers include reading opportunities in foundation subjects.

Our school approach to teaching phonics (Little Wandle) is grounded in teaching the essential link between how sounds are spoken and written. As soon as pupils begin learning the phonemes, they also learn the corresponding graphemes. Pupils are encouraged to hear the initial, middle and end sound of the words when sounding out. When they are confident reading single words, they will read simple sentences containing the learnt phonemes and answer simple questions about what they have read, providing a progressive and integrated journey in reading and writing.

When pupils answer questions, they are encouraged to answer in full sentences both verbally and in writing. Our marking policy (e.g. identifying spelling errors) applies to all subjects and activities, including Guided Reading.

##### **Developing speech and language**

Whole class phonics sessions in EYFS/KS1 focus on speech and language development. We also joined the NELI programme (Nuffield Early Language Intervention) to support the development of speech and language in our youngest pupils. These pupils will receive 4 sessions a week in a combination of group and 1:1 sessions.

Across the school, when pupils answer questions, they are encouraged to answer in full sentences both verbally and in writing. Through AfL, pupils are encouraged to discuss ideas with a talk-partner or small group, in addition to sharing with the whole class, providing regular opportunities to verbalise and develop ideas and opinions across the curriculum but particularly in Guided Reading and English.

All pupils are encouraged to develop their vocabulary through reading - as an essential skill to communicate. Our approach to teaching reading comprehension skills includes focus on the development of vocabulary (the V in VIPERS).

##### **A challenging and aspiring curriculum that enables all pupils to develop their interpersonal skills, creativity and independence**

We have high expectations for all pupils, and whilst scaffolding learning, strive for all pupils to achieve at least ARE in reading. Texts are chosen for challenge and no ceiling is put on learning. Exposing children to a variety of carefully mapped out texts ensures that their aspirations to become better readers are met. We select quality texts for reading that develop pupils' knowledge and broaden their understanding of the world, inspiring curiosity for knowledge.

##### **Reading across the curriculum**

Where appropriate, texts are selected for Guided Reading, English and class novels that support and enhance the other areas of the curriculum or themes. Pupils are encouraged to make connections in their learning - between

home and school, between different curriculum areas, and from text to text.

### **A clear structure with a consistent approach to planning which builds on prior learning**

Our Reading Curriculum has been carefully mapped out to ensure progression of skills from one-year group to the next. Pupils move into a structured reading scheme for Guided Reading in Y2. Pupils use the VIPERS question stems to develop reading comprehension in Y2.

### **Pupils learn in different ways**

A variety of approaches is taken to teach reading: 1:1, group, whole class. Teaching is planned to ensure that all children have the opportunity to thrive and learn from one another. Support is given via teacher/TA intervention and the opportunity to pre-read at home, and pupils are challenged through targeted questioning and high expectations.

### **Developing life skills/social skills**

Reading is considered a core skill for learning in our school and pupils are exposed to a range of texts which increases their understanding and awareness of different people in different places and different parts of the world. Opportunities are provided to share a class novel together, and to read and discuss a text in Guided Reading and English. Reading for pleasure sessions provide an opportunity to share books together.

### **Golden Threads**

The 5 golden threads personalise our curriculum. They are factors we value as a school and have identified as key areas. These threads underpin our vision, teaching and learning. The golden threads are of equal importance and interwoven through each curriculum subject.

**Locality** - Children are immersed in their locality which includes trips to local areas and local visitors coming into school. Children visit the local library to explore books.

**Diversity** - Children read widely and texts are included in our reading spine and English lessons to celebrate different cultures and faiths. The library and class book corners are also well stocked with books celebrating diversity.

**Development of early communication, language and reading skills** - Communication and language run throughout the curriculum, engage children in reading a wide range of fiction and non-fiction and provide the opportunity to use and embed new words within a language rich environment.

**Opportunities and experiences** - We support World Book Day and plan engaging and varied activities to promote and celebrate books and reading.

We promote and encourage pupils to take part in the Summer Reading Challenge at their local library, inviting visitors in from Gloucester Library Services to talk about library membership and summer activities.

We hope to hold regular book fairs - an opportunity for children to go and choose their own book to read.

We have and hope to be able to plan reading-related visits, including:

- an annual Y2 trip to the pantomime at the Courtyard Theatre in Hereford or the Savoy Theatre in Monmouth.
- visits from published writers, including local poets

**Experiential learning** - Children are developing their 'reading for pleasure' practices. They read books for enjoyment and can access books in their classrooms and in the library. Books and reading are linked to all areas of the curriculum.

### **Subject Leader driver 2023-2024**

Reading:

- Work alongside the Mangotsfield English Hub to further develop reading for pleasure. HV to attend course - 'Reading for Pleasure: transforming your school's reading culture'.
- Subject Leader to create an English Overview curriculum document to include - reading spine, author focus, phonics and spelling progression, guided reading, writing, objective coverage, handwriting progression.
- Continue to provide support/PD with the delivery of the Little Wandle scheme
- September 2023- introduce new Little Wandle Bridge to Spelling and Spelling Programme to Y2.
- Children who are falling behind or at risk of falling behind in phonics, receive Little Wandle Rapid Catch Up or Keep Up
- Complete the Herts for Learning (HfL) Reading fluency project with chosen pupils.

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- School library audit and author focus area.
- Implement a guided reading overview for Y2. Use VIPERS for reading questioning and comprehension across the school. Monitor planning and teaching of guided reading.
- World Book Day - 7<sup>th</sup> March 2024
- Parent workshop- support parents with hearing their child read at home and outline the importance of reading.
- Develop a culture of Reading for Pleasure across the school.