



Reading Curriculum **(including Speaking and Listening)**

Intent

At Langford Budville C of E Primary School, We recognise that reading is one of the most important skills that we can equip our children with. We support all children to be motivated and enthusiastic readers and to be confident to read across a range of text types and genres. It is our intent that all of our pupils will become able to read and our engaged and interested in reading. We use a range of approaches to ensure that pupils can achieve confidence in reading and promote a life-long love of literature.

Implement

All children will use the Read Write Inc Phonics programme to begin their reading journey. This is outlined in our phonics curriculum document.

From the start of the journey at Langford Budville, we place great emphasis on developing the mechanics of reading so that with careful teaching and regular practice children become fluent and engaged readers.

In the Early Years, a love of reading and a language rich environment underpins all of our learning. Daily opportunities for children to engage in listening to stories, non-fiction texts, rhymes and poems, enables them exposure to a rich range of language structure providing ample opportunity to learn new vocabulary and words in a range of contexts.

Practitioners implement and guide children's learning through communication and modelling language, questioning, showing, explaining, demonstrating and encouraging. They share a love of reading and books with children, demonstrating how adults in the school value reading in their own lives.

Adults provide a narrative, as well as facilitating and enabling children to become competent in using a varied range of vocabulary. The daily timetable for Reception and KS1 includes dedicated time for story time, poetry and singing to support children to develop their language and vocabulary. Children begin

to learn to read through a systematic synthetic phonics programme, Read Write Inc, which teaches children to learn letter sounds and blend them together to be able to read words.

As part of their phonics programme, our children read a Read Write Inc storybook matched to their phonic knowledge in class daily. Following advice and research in order to build fluency and develop vocabulary and understanding, the same book is read for either three or five days depending on their phonics level. Children take home books that are consistent with their developing phonic knowledge to read and take Library books home that can be read to them, for pleasure.

At Langford Budville, we enjoy texts as a class every day in all classes. During this dedicated time, the class teacher reads to the children, captivating them with a genuine passion for books and demonstrating fluent and expressive reading. The children and their adults enjoy the texts together, discuss the text they are reading and discuss new vocabulary.

A wide range of texts are carefully selected to incorporate a range of genres and authors. In the Early Years and into Key Stage One, books are re-read to deepen children's familiarity and extend their vocabulary and emotional engagement with the story, this equips them to re-tell and apply this to different contexts. Through listening to repeated reading and talking about that they have heard, children have multiple exposures to vocabulary and the language of stories that may not be encountered through everyday dialogue. As children's phonic knowledge and skills develop, over time they will no longer need the support of decodable texts and will start to read age-appropriate texts.

Individual Reading

At Langford Budville, we feel strongly that the children should continue to have the appropriate level of challenge whilst also reading age appropriate texts. Once children complete the phonics programme, they then progress through book banded texts which are matched to their reading age. Once completed children become our 'Expert Reader'. Every class will have an age specific book shelf – where Expert Readers may pick a book for individual reading. Class teachers will select 'star readers' (books) to be displayed clearly – these will be selected to encourage expert readers to explore different genres and authors expanding their literary experience.

In the Early Years and into Key Stage One, children will re-read books at least 3 times to deepen their familiarity with the book, ensuring they are working on their comprehension and expression. As children's phonic knowledge and skills develop, over time they will no longer need the support of decodable texts and will start to read age-appropriate texts.

In their free time all children have access to our age specific book shelf as well as regular access to our school Library – these may be taken home to share with parents/guardians.

Every day children are given time to read independently.

When changing a book, children will be asked questions about it and given the opportunity to discuss the book to check their understanding. Expert readers will be given time to complete a book review.

Class Reading

Enthusiastic staff will share high quality texts on a regular basis with children, across the curriculum. Every class will have a class read which the teacher will usually read to the children each day.

Topic books are borrowed from the Somerset Library Service to support children's topical reading and research.

Guided reading groups within class are based on each child's reading skills. Each guided reading group will have weekly questions and activities focussed around vocabulary, inference, prediction, explanation, retrieval, sequencing and summarising (VIPERS). In KS1 children will have guided partner work sessions to develop 'book talk' skills. In KS2 this will then progress to group discussions surrounding the focussed text. All children will be encouraged to express their understanding and opinions, also teaching the importance of listening to others to develop conversational skills.

Every class will have a dedicated area for reading. Topic boxes of stories, poems and non-fiction texts will be available and inviting for children to select from themselves. Every term there will be carefully selected 'star readers' these might be books from a specific author or theme to encourage children to explore a variety of books.

Spoken Vocabulary

The daily timetable for Reception and KS1 includes dedicated time for story time, poetry and singing to support children to develop their language and vocabulary.

Vocabulary is not only a key factor in English, but has a place throughout the curriculum.

Each class display vocabulary clearly – linking to all aspect of the curriculum. Knowledge organisers are used when appropriate displaying key vocabulary that can be shared with pupils and parents.

Vocabulary is a particular focus through guided reading and modelled texts.

Dictionary work and vocabulary games are part of regular skills practice across the school.

Speaking & Listening

We seek opportunities to encourage our children to speak in public – opportunities include assemblies, church services, productions, themed days, open events and debates.

Opportunities for drama are often included in each English unit.

Impact

Reading is monitored regularly across the school. This includes lesson observations, planning scrutiny, book scrutiny, analysis of assessments and pupil voice. The Reading Lead will select 14 children termly (2 per year group) to read with individually in order to monitor reading across the school. Teachers use ongoing, formative assessment to ensure progress for all pupils. Termly summative assessments are used from Year 1 upwards using Salford Reading Test, and these give a clear indication of attainment at each point in time.

Throughout all reading activities, regular monitoring of the assessment outcomes allows teachers and practitioners to ensure that all children are making expected progress. Through careful monitoring and tracking, practitioners are able to identify children who require additional support to keep up with their peers. This may include additional one-to-one precision teaching or support and for our younger children RWI tutoring.