



# Woodlands Park Primary and Nursery School

## Characteristics of our Reading Curriculum



### Curriculum Intent:

At Woodlands Park, we recognise reading as an essential tool for lifelong learning. We are committed to enabling our children to become lifelong readers. At the heart of our strategy is to equip the children with the tools they need to read independently whilst fostering a love of reading in order to enrich their learning. Our curriculum ensures that the children are exposed to and experience a range of thought provoking and imaginative texts across a range of subjects. Reading is a skill that enables children to develop their learning across the wider curriculum and lays the foundations for success in future lines of study and employment. We recognise the importance of taking a consistent approach to the teaching of reading in order to close any gaps. We have high expectations of all children, encouraging them to persevere and pursue success.

### Characteristics of our Curriculum:

- Gain a life-long enjoyment of books and reading
- Understand that reading is the key to gaining knowledge and understanding of a range of subject areas
- Read accurately and fluently, with expression and understanding
- Apply knowledge of synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed
- Develop a range of strategies to monitor their comprehension and extract information
- Read and respond to a wide range of different text types
- Develop a broad vocabulary and understanding of grammar in context
- Engage in thoughtful discussions about texts and the issues raised in them
- Articulate opinions clearly, using evidence to support their ideas
- Develop a deeper level of emotional literacy and empathy
- Have the confidence and skills they need to succeed in their secondary education

### Implementation of our Writing Curriculum in EYFS

- Given opportunity to develop their own 'love of reading'
- Provided with access to adults who 'love' reading and act as positive role models.
- Provide children with opportunities to develop their listening and understanding skills
- Provided with free access to a well-stocked Book Corner that includes books, fiction and non-fiction, story sacks, spoons and stones, song and rhymes spoons and stones.

### Implementation of our Writing Curriculum in KS1

#### Phonics

- At Woodlands Park synthetic phonics is used as the main approach to teaching early reading. A daily phonics session will be delivered in Reception and Key Stage One following the Read, Write, Inc programme followed by a separate English lesson. The children are systematically taught the phonemes (sounds), how to blend the sounds through the word to read and how to segment the sounds in order to write the words.

### Implementation of our Writing Curriculum in KS2

#### Phonics

- In Year three there may be children who still need some phonics work, especially if they have joined the school recently and have not completed the full synthetic phonics scheme.
- Children given access to Reading Eggs to practice skills.

#### Reading Skills

- Children are taught reading skills through guided reading sessions three times per week.
- Reading skills are also taught through whole class sessions based on the text they are studying as a model for their writing. Reading and writing are closely linked

- Encouraged to create their own stories using small world resources and/or role play resources in response to what they have heard, watched or read in school.
- Invited to 'notice' the similarities and differences between different versions of the same story.
- Encouraged to become 'word collectors' as they engage with a variety of different learning opportunities and experiences.
- Opportunities to select books from our school library and engage in daily class story time.
- Access to formal focussed Read, Write, Inc lessons at an appropriate level. This is supplemented by 1:1 sessions throughout the week with an adult.
- Supported at home by families who have been provided with a wealth of information and links to practical activities.
- Lots of 'fred talking' to develop blending
- Exposed to words in the environment that they can read by sight and/or decode.
- Provided with books to share at home, at phonics level and to develop further reading skills.
- Provided with focussed personalised resources in a timely manner to support their development as appropriate.

- Children are given reading books which closely match the phase of phonics which they are currently working within
- Children continue to apply their new knowledge of phonics, through regular interactive reading of texts with their teacher and their peers, throughout the school day, individually and through guided reading sessions.

#### Reading Skills

- Reading skills are taught in all subject areas so that our children realise that reading is important across the curriculum
- Teachers use e-books, big books, individual reading and group and guided reading as well as whole class shared reading to teach a range of skills and techniques which enable the children to understand the meaning of what they are reading.
- Children are taught strategies for understanding texts and improving comprehension skills (sequencing, vocabulary, inference, prediction, retrieval, picture and context clues)
- Each class participates in one shared story session per day where a high quality text is shared, this may be stories, poems, rhymes and non-fiction texts
- Key and subject specific vocabulary is introduced and taught explicitly through the projects covered each term. Vocabulary rich learning environments and working walls enable children to use new words to support their learning and development

#### Reading Scheme

- Woodlands Park Reading Scheme is Read, Write, Inc in Early Years and KS1.

#### Individual Reading

- Children also take home 'Sharing books' to develop wider reading skills and to encourage pleasure in reading. They are able to pick these from within a reading band.
- We have an interesting library based on a double decker bus and the children are able to

as all writing lessons use texts as models for their writing.

- A reading spine is used throughout the whole school to ensure the children are exposed to high quality texts.
- Throughout the school and across different lessons vocabulary is taught explicitly to develop the children's comprehension skills.
- Teachers create bespoke comprehension questions linked to the particular texts they are studying.

#### Reading Schemes

- Woodlands Park use a variety of reading schemes to provide a wide variety of appropriate texts for those children who are still learning to read to a fluent standard.

#### Individual Reading

- Children are encouraged to read for pleasure as much as possible. Once children are able to read fluently they are able to choose their own books. Teachers and Teaching and Learning Assistants monitor the children's choices carefully to ensure they are selecting a wide variety of authors and genres. The children's books are recorded in their home school diaries.
- Each class has a weekly slot on our Library Bus where they are encouraged to browse book and choose books to take home.
- We have an interesting library based on a double decker bus and the children are able to pick books to take home. This is stocked by the Local Library Service and changed regularly.
- We invite authors and illustrators into school as part of book week and have taken part in online sessions with authors and illustrators.

#### Interventions

- At Woodlands Park School, we regularly review the children's progress in reading using PM Benchmarking Kit, comprehension tests and teacher assessment.
- Children who are struggling with comprehension will be given small group or individual interventions at the beginning of the day.
- Regular reading with an adult for the lowest 20% of the children in each class.
- Regular reading with parent and Rotary Club volunteers.

pick books to take home. This is stocked by the Local Library Service and changed regularly.

- In the reading areas in the Nursery, Reception and KS1 classrooms there are a variety of good quality, creative texts, which are engaging and language rich.
- All children are encouraged to read at home every day and parents are expected to record when they listen to their child read at home in their Home/School Diaries
- Our school subscribes to Reading Eggs which is an online reading platform. They have access to this within school and at home.
- We regularly invite in authors and use the Library Service Authors in School scheme during Book Week.
- We have set up Reading Buddies where children in Year Three onwards are 'buddied' with children from Reception, Year One and Two to share books during lunchtimes.

#### Interventions

- The children are tracked closely and using the Benchmarking Kit, their reading level is assessed. This in combination with individual reading assessments and teacher assessments allows the adults to pick up if children are not progressing as well as we would like.
- Children who are identified as needing additional support with phonics and early reading skills will receive targeted intervention to accelerate their progress such as daily 1:1 reading with an adult and Read, Write, Inc One to One programme. If necessary, they may also have Precision Teaching.