



# Woodlands Park Primary and Nursery School

## Characteristics of our Reading Curriculum



### Curriculum Intent: What do we do?

At Woodlands Park, we recognise reading as an essential tool for lifelong learning. We are committed to enabling our children to become lifelong readers.

We endeavour to:

- Equip the children with the tools they need to **read independently** by applying a knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed;
- Foster **a life-long love of reading**;
- Ensure the children are exposed to and experience a **wide-range of thought provoking and imaginative texts** across a range of subjects
- Broaden the children's **linguistic knowledge of vocabulary and grammar**;
- Enable children to read with **expression, clarity and confidence**;
- Provide opportunities for children to develop a deeper level of **emotional intelligence** and empathy;
- Ensure that by the end of their primary education, all pupils can **read fluently**, and with **confidence**, in any subject across the **wider curriculum** and lay 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.

Implementation of our Reading Curriculum in EYFS	Implementation of our Reading Curriculum in KS1	Implementation of our Reading Curriculum in KS2
<ul style="list-style-type: none"> <li>• Given opportunity to develop their own 'love of reading'</li> <li>• Provided with access to adults who 'love' reading and act as positive role models.</li> <li>• Provide children with opportunities to develop their listening and understanding skills</li> <li>• Provided with free access to a well-stocked Book Corner that includes books, fiction and non-fiction, story</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• 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. The children are systematically taught the phonemes (sounds), how to blend the sounds in the word to read and how to segment the sounds in order to write the words.</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• In Year three there may be children who still need some phonics work. They continue to be included in our daily RWI sessions until they are off the programme.</li> </ul> <p><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>• Children are taught reading skills through guided reading sessions three times per week.</li> <li>• Reading skills are also taught both through group and whole class sessions based on the text they are studying as a model for their</li> </ul>

sacks, spoons and stones, song and rhymes spoons and stones.

- 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.
- 'Talk through stories' teaches new vocabulary and offers opportunities for retelling
- Access to formal focussed Read, Write, Inc lessons at an appropriate level. This is supplemented by 1:1 fast-track 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 and ebooks to share at home, at phonics level and to develop further reading skills.

- 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 RWI 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, picture books, individual and group 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.

writing. Reading and writing are closely linked 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 book banded books from a range of reading schemes to provide a wide variety of appropriate texts for children to develop their reading skills and fluency.

### **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 book banded 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.
- 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. Each class has a weekly slot where they are encouraged to browse books and choose books to take home.
- We invite authors and illustrators into school as part of book week and have taken part in online sessions with authors and illustrators.

### **Interventions**

- Provided with focussed personalised resources in a timely manner to support their development as appropriate.

### **Individual Reading**

- Children are given reading books which closely match the sounds they are learning in school
- Once children are assessed at RWI blue level, they 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.
- Weekly visits to the library where the children pick books to take home.
- 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
- 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 four onwards are 'buddied' with children from Reception, Year One and Two to share books during lunchtimes.

### **Interventions**

- A whole-class phonics session for reading is taught every afternoon to help children consolidate their knowledge.
- The children are tracked closely each term using the RWI online assessment tool. Once children reach blue level in RWI they are also assessed using the Benchmarking Kit. These in combination

- At Woodlands Park School, we regularly review the children's progress in reading using PM Benchmarking Kit, PiXL tests and teacher assessment.
- Children who are struggling with comprehension will be given small group interventions.
- Regular reading with an adult for the lowest 20% of the children in each class.
- Regular reading with parent and Rotary Club volunteers.
- Those 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 fast-track tutoring.
- Laptops and headsets to be used in classrooms to access the RWI portal to watch virtual classroom videos.

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 fast-track tutoring.
- If necessary, they may also have Precision Teaching.
- 'Pinny time' is completed 3 times across the day.
- Laptops and headsets to used in classrooms to access the RWI portal to watch virtual classroom videos.

## Impact

All pupils will be able to read with accuracy, speed, confidence, fluency and understanding, ready to access the secondary school curriculum. All pupils will make at least good progress from their starting points. Pupils will develop a life-long enjoyment of reading and books.

Children's progress in phonics is continually reviewed through daily informal and half-termly formal phonics assessments and evidence from their reading and writing.

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it. We track our own reading attainment through the use of RWI half termly assessments, mock phonics screening papers, NTS reading papers, PM benchmark and ongoing teacher assessment.

### **Statutory assessment**

Attainment in reading is measured using statutory assessments such as the end of EYFS and Key Stage 2 and in Year 1, the children sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.