

Literacy – Reading Curriculum in a Nutshell



Subject:	English - Reading
Link Governor:	• Kerry Dove
Curriculum Intent: What do we want our children to learn?	• Reading is a priority in our school! • We want all of our children to be able to be skilled, fluent and enthusiastic readers by the time they leave our school. • We want our children to love reading and gain pleasure for reading. • We want children to transfer the skill of reading across all subjects of the National Curriculum. • We want all children to leave our school with a broad vocabulary base.
Curriculum Implementation: How do we do it at NIS?	• At Newport Infants we foster a love of reading across the whole of our curriculum through high quality texts, often linked to our topic. • Chn read words and sentences daily via the RW Inc. phonics sessions. • Early Years - children have access to books through all areas of their environment to support topics and areas of interest. • EYFS – a book read to children in morning and end of day/ Nursery rhymes, songs and poems sung and read daily. • EYFS – shared sentence during morning routine. • Tricky words- daily focus of reading tricky words in EYFS with a focus of one a week. In Year 1/2 chn also learn focus tricky words weekly. • Tricky words are displayed as red bricks across the whole environment/school in EY's and KS1 as well as in toolkits. • EYFS – chn practise reading through word time sessions,. Dittie sheets and then progress into RWI books. • EYFS – chn begin reading 1:1 for targeted suppprt until they can decode. • Books at home – chn access RWI blending books & phonic books online as well this they take home the corresponding physical RWI Blending book/Ditty sheet/RWI Book. • Chn also swap and take home sharing books regularly as well as library books to gain a pleasure for reading. • Reading is taught within the phonic/reading groups that corresponds with the knowledge of the child. • Children read one RWI book/ditty sheet over a week, with a focus on decosing and re-reading to ensure fluency and speed/ease of reading. • Children work in pairs, with lollipops, to read RWI books to enable readers to support each other and gain a greater pleasure for reading. • Throughout other subjects/learning across the week, the children partake within shared reads, whole class reads, story time, pre reads, a guided adult read and follow-up tasks /phonic tasks. • Comprehension is taught alongside the teaching of reading through questioning and exploring of the book (including predicting, making links to life, connecting ideas, retrieving info and making inferences). • Non-Fiction is taught via the RWI reading scheme in a similar way to a fiction book (1 book a week, paired read and a focus on fluency/speed, vocabularly and understanding) • To improve fluency/speed of reading we encourage children to re-read sentences/words all of the time so that it becomes a natural habit. • We use the Speedy reading part of RWI Scheme to support children in reading with greater fluency/speed. • Developing vocabulary – every class including the library has a Wonderful Word tree to help to explore new vocab that chn are exposed to throughout school day. • We target the children who are not regularly read to and ensure they have additional story reads throughout the day - Helping Hands resource.. • Teachers use Progression grid to support their understanding of where children re working at different points of the year. • All teachers know next steps by using the new progression grid.

	• Bottom 20% are supported through interventions, extra reads and more support with reading and groups led by experienced/most competent staff. • Phonics interventions take place throughout the week and have SMARTA targets -reviewed every half term. • PPG checks – ask chn if they read at home so extra support can be offered. • Owlet of the week – to celebrate reading and to motivate children to gain a pleasure for reading. • Rocket into reading – supports chn to gain a love/pleasure of reading – certificates and opportunity to acquire a new 'sun book'. • School library – The school library has been redesigned and looks more inviting. All chn visit once a week. • Newport Library visits – all year groups visit at least once a year. Librarian also takes part in parent meetings and assemblies to explain local authority reading challenges. • Reading Buddies – where children across the school share books across year groups. • Annual Reading Parent Meetings – inform parents about how we teach phonics/reading and how the children learn. • Parent workshops – allow parents to come in and see how reading is taught in order to support their own chn at home. • Parent questionnaires - to see else we can support parents at home. • Focus author – half termly in each class to encourage and motivate chn and gain a further pleasure for reading. • Books we love – a set of books all chn will know very well by the time they leave each year group and eventually the school (these are progressive over year groups). • Use of phonics to support reading is embedded in school with use of RWI sound charts displayed across all learning areas and in toolkits and use of RW Inc language when teaching all subjects. • Quality of teaching in reading is monitored termly and new targets set. • Shropshire Library Service – to access stimulating books and a broad range of texts often linked to the topics we cover. • Reading framework - All classrooms have attractive and inviting books corners to inspire chn that look like book shops with forward facing and inviting books.
Core materials used: Scheme/ Assessment	• RW Inc. phonics/reading books. • Mobility Assessment undertaken when new chn join our school to assess basic skills. • Reading Leader assesses reading every 3/6 weeks and groups children according with most appropriate member of staff. • Phonics pupil progress meetings undertaken every 3/6 weekly upon assessment. • Each reading group is given an aspirational aim set by the Reading Leader. • Teaching staff assesses formatively as they guide groups and listen to children read. • Progress and attainment in reading is moderated with at least one member of SLT to confirm standards. • Phonics screening is undertaken at the end of Year 1 within local authority deadlines.
Impact: Where are we now?	• The percentage of children achieving age related expectations by the time they leave Newport Infants has increased over the past 3 years. • All teaching of reading is at least good across all year groups. • Read Write Inc books support the teaching of phonics/reading across the whole school.. • Comprehension is not taught through the domains but incidentally through the teaching of reading.
SMSC & Cultural Capital	• Whole School Projects often have a focus on reading/focus authors – (Sophie's Spectacles, The Magic Crayon, Douglas' trousers etc.) • We believe Reading helps our children to learn about diversity and our cultural capital • Reading challenges for all chn to take part in – get caught reading/Winter or summer reading challenge.

Next Steps:	• Focus on re-reading to improve fluency/speed of reading. • Ensure chn are taught in appropriate phonic/reading groups according to their ongoing assessment. • Implementation of RWI reading across the whole school to boost decoding, fluency and understanding.