



Reading Subject Overview

Intent

We want children at St. Aidan's to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for pleasure and information
- acquire a wide vocabulary
- appreciate our rich and varied heritage
- elaborate and explain clearly their understanding to others

How is reading taught at St. Aidan's?

Reading at St. Aidan's consists of two dimensions (as stipulated in the National Curriculum): word reading and comprehension.

Skilled word reading involves the speedy working out of the pronunciation of **unfamiliar** printed words (decoding) and the speedy recognition of **familiar** printed words. Children need to be taught that letters on a page represent sounds in spoken words. There is an emphasis on sounds teaching in Reception and KS1 however this will continue through school where and when needed for individual pupils.

Effective comprehension of a text will draw from linguistic knowledge (vocabulary and grammar) and from knowledge of the world. At St. Aidan's, we aim to develop pupils' comprehension skills through high quality discussion of a range of stories, poems and non-fiction.

Children are encouraged and steered towards reading widely across both fiction and non-fiction to develop knowledge of themselves and the world around them, establish an appreciation of reading and also to gain knowledge across through a topic-based curriculum.

We aim to increase pupils' vocabulary by reading widely as this provides opportunities to encounter words they would rarely hear or use in their everyday life.

Our reading curriculum is designed to stimulate our pupils' imaginations and fill them with curiosity about the world. We aim to enable pupils to acquire the reading skills needed to be able to take advantage of opportunities, responsibilities and experiences in later life.

Links across subjects were established to help deliver the reading curriculum effectively in a way that will engage the children and stimulate interest. Through group and class discussions, our reading curriculum aims to provide children with skills and knowledge that can be drawn upon in later life.

Implementation

How is the reading curriculum organised and delivered?

Reading is taught through regular guided reading sessions and comprehension lessons where children are taught to use and apply the skills of reading. Children are also heard reading regularly.

Classes have a timetabled story time at the end of most school days. Classes listen to a range of books, the majority of these are the core reading books for their year group. It is the expectation that by the end of each academic year children will have a knowledge and understanding of 15 core reading books, chosen specifically for that year group.

New parents in Reception class are provided with guides to the teaching of sound and reading to help them support their children during the early stages of reading. These guides are available to all via the school website.

Impact

Our reading curriculum is organised clearly, so each teacher knows exactly what is expected of their year group. Skills are taught, they are practised, and they are repeated and revisited.

This enables our children to develop deep understanding so they can use and apply skills taught in reading across all subjects at the same standard as they do in the specific comprehension and reading sessions.

How do we evaluate the effectiveness of our reading curriculum?

Teaching and learning are monitored through planning and assessment scrutiny, lesson observations, work scrutiny and through talking to the children within lessons. Data reviews of Year 2 and Year 6 attainment is used as an effective summative evaluation of the needs of the school. All of the formentioned actions provide foundations to evaluate reading effectively.

Does the reading curriculum meet the needs of all the learners in school?

Individual pupils who are not making as much progress as their peers are monitored to ensure intervention strategies are put in place and that they make a difference – termly data meetings.

What are the curriculum strengths in reading?

Special events (WBD) and competitions (World Book Day Challenge, Reading in Strange Places, reads till Christmas) are organised within school to promote the reading for pleasure and with family.

St. Aidan's phonics teaching has currently been revised, the Sounds-Write programme will be followed in Reception and Key Stage 1 classes.

In conjunction with the Sounds-Write programme pupils in EYFS and Key Stage 1 will access Sound-Write and Dandelion reading books as effective way of supporting sounds teaching. (Pupils also have access to Oxford Reading Tree and RWI books for individual reading. Badger books which are used for guided reading are located in the library.)

St. Aidan's promotes core reading books for each year group. Classes have a timetabled story time at the end of most school days. They listen to a range of books, the majority of these are the core reading books for their year group. It is the expectation that by the end of each academic year children will have a knowledge and understanding of 15 core reading books, chosen specifically for that year group.

Please refer to our reading guide to support parents at home when reading as it provides a comprehensive guide to how we teach reading at St. Aidan's.

Please refer to our sounds guide which is designed to support parents at home with reading and writing. It provides a comprehensive guide to how we teach sounds for all children at St. Aidan's.

N. Givens

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