



ST. PETER'S CATHOLIC PRIMARY SCHOOL

READING CURRICULUM 2024 –25

At St. Peter's, reading underpins our curriculum. We aim to encourage our children to develop a love of reading. We want them to become avid readers who enjoy a variety of texts that they can discuss at length. We have developed a varied and engaging reading curriculum, which ensures progression as children move through school. During their time at St. Peter's, children can expect to access a range of reading activities, tailored to their needs and abilities. Any child that we feel needs additional support to help them reach age related expectations is given the opportunity to work with our highly trained staff and access catch up support. Reading at home is actively encouraged. The staff at St. Peter's love to share books with the children and strive to ensure that all children make excellent progress in all aspects of reading. We hope that upon leaving St. Peter's, our children will have established a lifelong love of reading.

Foundation Stage

As soon as children start school, they begin to learn to read. They participate in a daily phonics session focusing on recognising letters and the sounds they make (grapheme-phoneme correspondence). We use Little Wandle Letters and Sounds, a systematic synthetic phonics programme validated by the Department for Education, to deliver our phonics teaching. This is taught in a systematic way, following a clear sequence of learning to ensure progression at a good pace. Children are taught to segment and blend words and to read for meaning. Any children in need of additional support will receive further intervention from an adult. Children share books and read regularly to an adult in school. Books are matched to a child's phonic knowledge so that they are fully decodable. The adults

monitor, assess and track their progress. As part of Little Wandle, children take part in reading instruction (guided reading) sessions with an adult three times a week, which enable them to practise decoding, and develop fluency and comprehension skills. Children access the books they are reading in class via an e-book system so that they can practise their reading skills at home. In addition, children take library books home to share with an adult, and practise their reading skills. Children enjoy sharing and exploring different stories within their learning environment, both indoor and outdoor. Each half term, there is a focus text which underpins other areas of learning. At the end of the day, an adult reads a story to the children.

Key Stage 1

We follow the National Curriculum programme of study for reading across school. In Years 1 and 2, children continue to develop their knowledge of phonics, using the Little Wandle Letters and Sounds scheme, so that they can continue to decode words and read with increasing accuracy. Phonics lessons take place each morning, with reading instruction (guided reading) sessions three times per week. During KS1, children learn to read with greater fluency, and they develop their comprehension skills. Towards the end of Year 2, children begin whole class reading lessons. This also allows them to develop their comprehension skills, and engage in a rich discussion about a text. Some children in need of further support access additional one to one or group reading sessions. All children take a reading book home, which is matched to their current reading ability, so that it is fully decodable, with some challenge. In addition, they take another book home for shared reading with an adult, which helps to promote reading for pleasure. We also use quality texts in our English lessons to support writing, which are usually linked to topic. At the end of the day, an adult reads a story to the class. By the end of KS1, we aim for all children to work at the expected standard or above,

Key Stage 2

In Years 3 – 6, children access shared whole class reading 3–4 times per week. This follows a six part sequence, as follows:

1. Vocabulary

The explicit teaching of vocabulary in the context of the text being studied

2. Shared Reading

Annotating text using prior knowledge

3. Fluency

Explicit teaching of reading fluency using echo reading and text marking to develop accuracy, intonation and expression.

4. Analyse

Developing understanding of an aspect of the text through rich discussion

5. Respond

Teaching reading skills for answering questions from a particular content domain

6. Apply

Using all of the above skills to answer questions from a range of content domains

Our reading sessions are underpinned by using a range of high quality, diverse texts

The development of language and understanding of vocabulary is an important part of reading lessons. In addition, teachers ensure that children can read fluently and expressively. They develop inference skills so that children have a deeper understanding of a text. Some children take part in additional phonics or reading sessions, or they are given the opportunity to read with an adult on a one-to-one basis. All children are given the opportunity to enjoy some independent reading time, and they also enjoy a class story that is read by an adult at the end of each day. Once children can decode and read fluently, they move off the reading scheme and become 'free readers'. All children take a reading book home each night (matched to their reading ability) and are expected to read each evening as part of their home learning. We also use quality texts in our English lessons to support writing. These texts are usually linked to our topic. By the end of KS2, we aim for all children to work at the expected standard or above.

In all classes, there is a focus on oracy and children enjoy a range of speaking and listening activities in all curriculum subjects. This allows children to discuss books and stories at length, both with their peers and with an adult. The explicit teaching of vocabulary is an important part of the Reading curriculum and our children love learning the meaning of new words, which allows them to understand a text more fully.

Reading and the promotion of language is high profile in all classrooms. All classes are have a reading area, which actively encourages children to read a range of books and stories.

We are extremely proud of our school library, which has a beautiful stock of books and all classes access the library at least once a week. The library is also open at lunchtimes.

We engage with a range of local and national initiatives to encourage and promote reading for pleasure. Children at St. Peter's access reading themed days to promote positive reading experiences and children are always encouraged to share their favourite books with their peers or a member of staff.