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| **Sacred Heart Catholic Primary School – Curriculum Intent for Reading**  *We strive to nurture a love of learning through excellence in learning, pastoral care and faith formation.* | | |
| **Faith** | **Hope** | **Love** |
| Our curriculum:   * Engages and enthuses learners * Empowers pupils to confidently articulate their beliefs; * Sets high expectations for all pupils so that no child is left behind; * Encourages pupils to have resilience and faith in themselves. | Our curriculum:   * Allows pupils to be challenge themselves and each other; * Encourages pupils to work collaboratively to build on existing skills and knowledge and acquire ones also * Is continually developed through effective CPD and reflective dialogue and practice | Our curriculum:   * Promotes Gospel and British Values, loving and celebrating differences * Promotes self-motivation for a life-long love of learning; * Allows opportunities to serve others so pupils develop a sense of citizenship; * Develops physical and mental health |
| **Reading Intent** | | |
| Sacred Heart’s reading curriculum aims for pupils to:   * Establish a culture of reading for pleasure * Be exposed to a variety of literature (classical, contemporary, diverse and from our literary heritage) * Develop a strong understanding of reading skills (decoding, comprehension, prosody) so they become lifelong readers * Explore links between and across other curriculum areas through reading | | |
| **Sacred Heart Catholic Primary School – Curriculum Implementation for Reading**  *We strive to nurture a love of learning through excellence in learning, pastoral care and faith formation.* | | |
| We follow the national curriculum statutory requirements as the basis for our long term and medium term planning. Each subject has a curriculum map which shows not only the knowledge and skills but how these are built upon each year.  Where possible, cross-curricular links are made to deepen the learning experience so that pupils ‘learn more, know more, remember more’ (Ofsted, 2019).  **Phonics:**   * In Phonics assessment for all pupils in EYFS and KS1 happens in the final week of each half term using Little Wandle phonics assessment tool. * Following the assessment week data is collated using the Little Wandle assessment heat map and overview. * Little Wandle Catch up to be used for phonics interventions   **Support for those ‘falling behind’ with phonics.**   * The Little Wandle catch up scheme is used to support those children who have fallen behind. * Pupils who have not passed phonics test in KS1 will be closely monitored in Year 2 and Year 3 and given additional support. * At the very earliest signs of “falling behind the programme’s pace” (Ofsted inspection handbook, p88, section 293) support is put in place. * Pupils who are absent are caught up quickly so gaps don’t form due to missed learning.   **Teaching of Phonics.**   * Phonics lessons always follows The Little Wandle overview * Lessons are divided into Revisit and Review, Teach and Practise, Practise and Apply. Read decodable books. * Graphemes are introduced in a set order, so that none are missed out. (See Little Wandle Overviews per term) * Lessons are delivered following the little Wandle mantras. Staff follow the planning and watching videos from the website to update skills and knowledge. * All phonics are taught using Little Wandle resources and teaching is delivered following the lessons plans provided * EYFS and KS1 use the same terminology * Articulation is precise and clear, from all practitioners and staff across school.   **Planning of Phonics.**   * Phonics is planned using the Little Wandle planning format * Each term is clearly planned following the same format   **Early Reading.**   * We use Little Wandle to teach Early Reading in EYFS and KS1; this is then supported by banded books and additional interventions as the children progress throughout the school, up to year 6. * In EYFS and KS1 decodable reading books are sent home in adherence to the Little Wandle phonics scheme. * In Key stage two, pupils follow the banded books which reflect their phonological knowledge until they become a free reader. * In EYFS and KS1 all children are heard read a minimum of three times weekly by their class teacher or by a trained teaching assistant using the Little Wandle books appropriate to their reading level. Children who need additional support are heard read more frequently. * In Key Stage two pupils who are not ARE, are heard read weekly by the class teacher. * EAL, SEND, disadvantaged and pupils who didn't achieve the standard in Phonics Screening Test are heard read 1:1 by adults (target daily but minimum weekly). * Benchmarking of pupils’ reading is completed ready for the beginning of Year 1 Autumn Term. * Children new to the school or who are not progressing with their reading may need to be benchmarked more frequently. * Before a pupil moves on to the next book, an adult will read with the child to ensure they are ready to move to the next text. * Books are changed regularly when pupils can confidently decode the text, use prosody as they read and comprehend the content. * Writing lessons are linked to reading through Talk for Writing and are based upon quality texts, ensuring reading skills are supported. * Quality texts are used to support reading across the curriculum. (e.g. RE; Geography; History; Art). * Children are read to daily using the class novel selected from the Sacred Heart Reading Spine. * From Reception to Year 6 we follow a Whole Class Reading approach whereby all pupils have access to quality, challenging texts even if they are unable to decode them independently.   Whole Class Guided Reading  KS2 children have a weekly reading lesson as a whole class that focuses on one text (poem, extract, fiction/non-fiction or image). Pupils are prepared for success before beginning the comprehension part of the lesson. This includes: sharing vocabulary, idioms and figurative language with the children; class teacher reading aloud the text demonstrating prosody. Once the children have been exposed to the text and language, they are then able to access and interrogate the text.  Each weekly lesson focuses on a different reading domain; we refer to them as the VIPERS – Vocabulary, Inference, Prediction, Explanation, Retrieval and in KS1 Sequencing and in KS2 Summarising.    Comprehension Lessons  Each week, each class has a comprehension lesson that allows children to develop independence in reading and answering questions based on text that is appropriate for the children’s reading proficiency. Texts will be diverse, varied and may support other curriculum areas. In addition, to develop reading stamina and increase the speed and accuracy of reading, staff may use 60 second reads to support comprehension and reading speed further.  Evidence of reading and comprehension skills are evidenced in pupils’ English books so that pupils can transfer skills between reading and writing.  How we support children’s reading?  Some children need additional support with their reading. This is undertaken in a number of ways. The school are members of Literacy Toolbox (Perceptual Reading) (recommended by the Local Authority). Many children, take part in reading lessons early each morning at school and have a further opportunity to access this resource at home.  Children in Year 3 who did not pass their phonics screening retakes in Year 2, are supported with personalised interventions that are delivered in short, precision style sessions.  We encourage our community to share their love of reading with our children. We have many volunteers (both young and old) who hear our children read weekly.  In addition to Little Wandle phonics, children access Big Cat Books and Project X to support them on their journey of learning to read.  Supporting pupils with English as an additional language  All EAL pupils are assessed within a month of arrival for their reading proficiency and aptitude using Babcock criteria. We allow pupils to settle before they are assessed. When needed, additional support is added within the classroom; additional EAL support is given in bespoke interventions; pre-teaching of vocabulary and language is delivered to these children and key topic information is sent home to support learning in class. Within the classroom, teachers will support children by translating into their home language in order for them to access learning. At Sacred Heart we have a diverse multi-lingual team that is able to provide translations. Families and children are signposted to support including the British Council, Perceptual Reading and within class resources are used such as Racing to English.  Families who speak more than one language are encouraged to film themselves sharing traditional stories and these are available for our pupils on the website.  How does Sacred Heart promote a love for reading?  Sacred Heart has a personalised reading spine which supports teachers to choose a whole class reading text. Books are added to this reading spine that will enrich the vocabulary of the children and expose them to quality texts from our literary heritage. Children are exposed to texts that they may not be able to access independently through class teacher (or adult) reading to their pupils. In addition, each year group has a virtual library where they can access the majority of the books on the reading spine as well as other diverse and culturally rich texts both at home and at school.  The school has a well-stocked library. Class teachers use it to support topics and to complement their class libraries. Children have access to this library and on a Wednesday morning, our pet therapy dog is in residence in the library and children come and read to the dog.  We have close links with our community library and all classes visit the library to encourage the children’s joy of books. We also promote (and often have library visitors) the summer reading challenge.  Newly published books and books that children may not have had access to are celebrated and enjoyed.  Each term, disadvantaged children receive a gift of a book that they can enjoy at home with their families. All siblings within the family receive a book as the books are age appropriate.  During World Book Day all children have the opportunity to take part in a multitude of reading activities that include all members of staff modelling story telling; book sales; visits from authors; quizzes and challenges. We encourage parents to get involved such as running a bring and buy book shop.  Meeting authors via Zoom has been exciting for the children and successfully winning the Wimbledon BookFest competition on multiples occasions has meant that some of our children have met the Children’s Laureates such as David Almond. | | |
| **Sacred Heart Catholic Primary School – Curriculum Impact for Reading**  *We strive to nurture a love of learning through excellence in learning, pastoral care and faith formation.* | | |
| Impact of our curriculum is monitored through qualitative and quantitative data. Teachers use assessment for learning strategies to evaluate, adjust and maximise the impact on pupil outcomes. Attainment and progress in house as well as statutory data is monitored closely by the curriculum and subject leads. Termly progress meetings identify pupils who need additional support. These are also used strategically to identify future CPD.  Qualitative data in the form of pupil voice or from pupil, parent and staff surveys are also used to measure impact.  These regular monitoring cycles for leaders as all levels as well as external validation such as our MEP help to triangulate the impact and are used to measure impact and adapt and refine our provision through strategic planning.  In our latest whole school survey, 94% of pupils agree/sometimes agree that they enjoy reading at school, KS1 – 96% and KS2 94%  2022- Year 1 data show that 71% of pupils meet Phonics Screening expectations.  78% of KS1 pupils met national expectations and 36% exceeded national expectations.  91% of KS2 pupils met national expectations and 41% exceeded national expectations.  All pupils leave Sacred Heart having read a wealth of books. They actively seek reading material for enjoyment and learning. They are able to give sustained focus when reading and/or being read to. They are knowledgeable about different authors, poets and illustrators. Our pupils’ emotional and social wellbeing is supported by the literature they read and share. Pupils’ behaviour for learning, discipline and attendance is bettered by the fact that they love reading. Pupils have a wide general knowledge and a wide and rich vocabulary. A love of learning across the curriculum is supported when pupils are able to meet age related expectations. Daily reading for pleasure helps raise literacy scores (see PIRLS – Progress in International Reading Literacy Study).  Story time and books provide the opportunity for those children who find some aspects of school life a challenge, to feel nurtured and safe in the environment. This is often seen in the de-escalation process. | | |