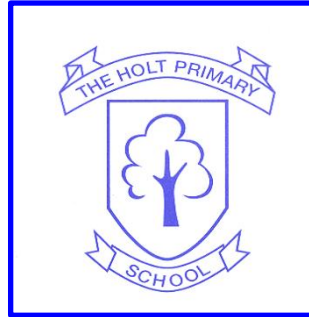


The Holt Primary School Reading Curriculum



Our consistently **high expectations** ensure that, through **challenge and support**, all pupils will be able to achieve and see themselves as readers. Through our reading curriculum, we strive to achieve **excellence** for all. Staff are trained and skilled to support those who find reading difficult and ensure that if pupils need support, they receive this quickly and this is carefully monitored to ensure effectiveness.

Through our **cohesively planned and progressive curriculum**, pupils are equipped with word reading skills and language comprehension knowledge to be able to access and engage with a wide range of texts.

They will 'learn to read' and then 'read to learn'.

Key themes underpin our reading curriculum, they include:

Values – Our reading curriculum embraces our school and British values through the varied texts studied.

Inspirational – Our **inspiring** reading curriculum is rooted in the foundations of reading. All pupils engage with a wide variety of **high quality** texts, including fiction, non-fiction and poetry.

Community – Throughout our reading curriculum, children will develop their understanding of communities around the wider world. Our selection of books strives to celebrate our entire school community so that children can 'see' themselves in the books on the shelves.

Excellence – Our **cohesively planned reading curriculum** allows all children to achieve and see themselves as readers. Pupils know the importance of developing a love of reading, fluency and comprehension. Our staff are skilled teachers of reading, who model

and foster a love of reading and prioritise the importance of the teaching of word reading, fluency and comprehension.

Reading implementation:

The systematic teaching of phonics is of high priority in EYFS and KS1 (and into KS2 as required).

- All pupils in Reception and KS1 have daily phonics sessions using the 'Read Write Inc' systematic synthetic phonics programme.
- Read Write Inc. is a method of learning letter sounds and blending them together to read and write words.
- Teachers draw upon observations and continuous assessment to ensure pupils are stretched and challenged and to identify those who may need additional support.
- Pupils work through the different stages, learning and developing their phonics sounds and knowledge.
- Specific phonics interventions continue into KS2 for those children who did not pass the phonics screening or who need additional phonics support.
- We recognise that systematic, high quality phonics teaching is essential but additional skills and opportunities are needed for pupil to achieve the goal of being a well-rounded reader, namely comprehension.

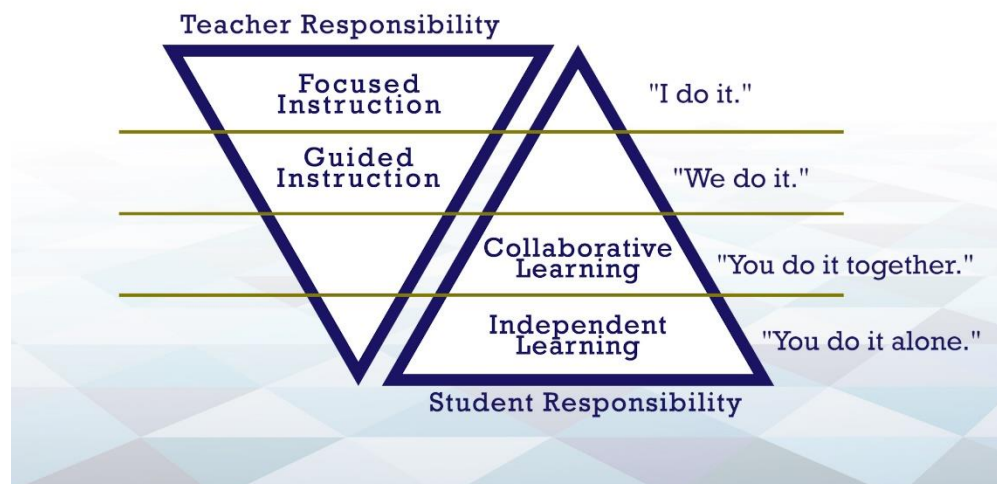
Language and reading comprehension are taught throughout the school and across the curriculum. This takes on a variety of different forms from book talk to discrete whole class reading sessions.

-From Y2, when pupils have completed the Read Write Inc. programme, reading comprehension strategies are explicitly taught through engaging and responding to different texts.

-Texts are carefully chosen by teachers and are linked to topics across the curriculum, where appropriate.

-In reading sessions, pupils participate in both whole class and small group reading sessions, engaging and responding to texts.

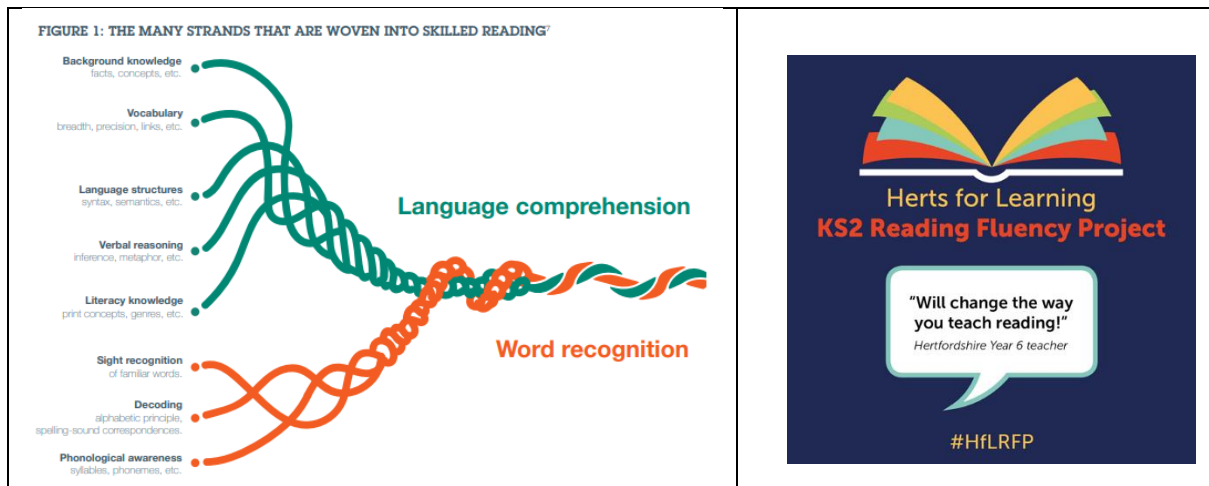
-Teachers use the **gradual release of responsibility model** to guide their teaching instruction. The **challenge and support** offered through this approach, enables all pupils to achieve.



-Teachers work carefully in Year 2 and 3 to help pupils transition from phonics to fluency. They apply the principles outlined in the Herts Reading Fluency Project. It is their aim to bridge word recognition to prosody leading to comprehension.

-Within reading sessions, key reading strategies of prediction (based on text content and context); questioning; clarifying; summarising; and activating prior knowledge are explicitly taught.

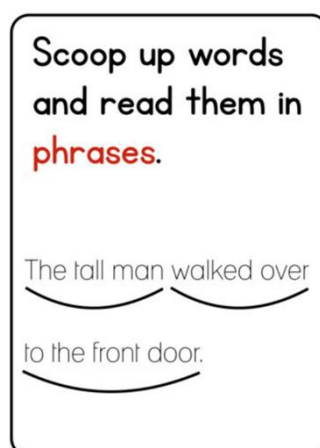
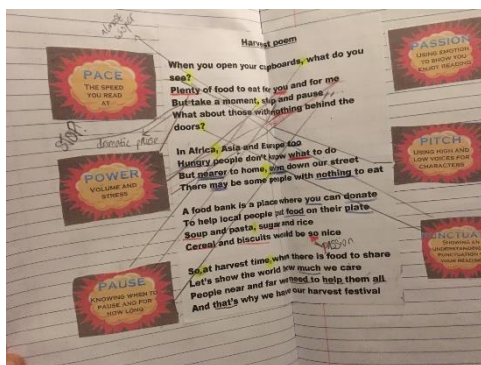
-Reading interventions are used to support those pupils who need additional instruction linked to comprehension. In sessions, reading fluency is prioritised and excellent prosody is modelled and repeated by students in manageable sections. This leads to opportunities to practice comprehension. The principles of the Reading Rope are applied to all interventions. Our interventions are based on training from Herts for Learning KS2 Reading Fluency Project which is founded in research and has proven impact.



-Every reading session dedicates time for reading and developing fluency through use of strategies such as guided oral reading instruction and repeated reading. This is reinforced throughout the other aspects of the English Curriculum as well via Active English and Active Spelling.

-Opportunities for pupils to read aloud are plentiful, as well as the opportunity for them to listen to adults read aloud. Daily story time happens in every classroom.

-The 6Ps (pace, passion, pause, pitch, punctuation and power) are used to support the teaching of reading fluency and referenced during teacher feedback and peer discussions. Explicit fluency lessons support the development of all pupils through the use of scooping phrases, annotating/marking sections of text to support the development of excellent prosody.



Marking Chart

Text Signal	Marking	What to Do While Reading
,	,	pause briefly
.		pause
?	↗	raise your tone at the end of the line
!	*	read with excitement or other emotion
" "	☺ ☹ ☹	read in the voice of whoever is speaking
...	...	trail off, as if there is more to the passage
	<u>underline to highlight points you want to emphasize</u>	alter your voice to emphasize the point
	↓	slow down
	↑	speed up

-Assisted/supported reading sessions (pupils reading 1:1 with teachers and teaching assistants) are in place for all children who need the additional support. Throughout these intervention sessions, a focus is

placed on fluency, using guided oral instruction and clear feedback to aid improvement and progression.

-All pupils read aloud daily during phonics, whole class or group reading sessions. In addition to this, Pupil Premium children and those in the lowest 20% (30%) read several times a week with staff or reading volunteers.

-We recognise the importance of developing a rich and extensive bank of vocabulary and how this links closely to being a confident and able reader.

-Teachers ensure that new and difficult vocabulary is pre-taught and that children have the necessary skills to unpick word meanings in context when unsupported by an adult.

-Vocabulary teaching plays a pivotal role in every reading session. Books shared with children are age-appropriate and matched to the level of the class/individual.

-Pupils working on R W Inc. programme have home reading books matched to their current phonics level but are also encouraged to choose an additional book to share with their family at home (the second book is to encourage further reading and ensure children have access to multiple books at home).

-Once children are off the R W Inc. programme, our team work to support their transition from phonics to fluency through the Hertz for Learning Reading Fluency approach.

-When children are able to read effortlessly and new words speedily, they move onto age-appropriate books for their year group. Teachers have carefully selected texts for each year group in school to support their continued understanding and maturity in reading fluency, vocabulary development and comprehension.

-As children come off the Read Write Inc programme, they take home a 'Reading for Pleasure Book' of their independent choice and another text, 'Reading for Fluency Text', which will come in a variety of age appropriate texts. This may be an extract from their class book, a short reading, speech, whole story or poem to practice their reading fluency. This text will be modelled in class by the class teacher before going home to support the development of all abilities. The aim of this

activity is to develop reading fluency leading to increased prosody and comprehension.

-All classes are exposed to a daily class reader, for pleasure, to excite and engage the pupils, and to expose them to new and varied vocabulary. All books shared with children are age appropriate and matched to the level of the class.

Reading impact:

As a Year 6 reader transitioning into secondary school, we aspire that pupils are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum.

We firmly believe that reading is the gateway to the learning and the key to unlocking all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.



Reading is the gateway skill that
makes all other learning possible.

Barack Obama

quora.com