

## **The Reading Curriculum at Wingrove Primary School**

There are four components to our reading curriculum:

- establishing phonic knowledge and skills and supporting children to apply these to reading (and writing);
- developing children's oral language: speaking, listening and enhancing their vocabulary;
- broadening and extending the range of reading;
- creating opportunities for reading in the wider curriculum, so that each children can apply and reinforce the knowledge and skills that have been explicitly taught in relation to reading.

## **The teaching of phonics**

### **AIMS:**

- To enable children to start learning phonic knowledge and skills by the age of five, with the expectation that they will become fluent readers, having secured word building and recognition skills, by the end of Key Stage One;
- To ensure that children apply phonic knowledge as their first approach to reading, spelling, and writing even though all words do not conform to regular phonic patterns
- To ensure that the children are taught high frequency words that do not conform to regular phonic patterns;
- To ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible, even though all words may not be de-coded by the children unaided;
- To encourage the children to attempt to spell words for themselves, within the range of their phonic knowledge, by building an individual repertoire and the confidence and strategies to attempt the unfamiliar;
- To help the children to apply the skill of blending phonemes in order to read words;
- To help the children to segment words into their constituent phonemes in order to spell words.

## **Approach**

The teaching of phonics is based on the Letters and Sounds programme. We use a combination of schemes to help us. These include:

- Letters and Sounds resources and documents
- Jolly Phonics
- Bug Club
- Rapid Phonics

Teachers will use a multi-sensory approach to the teaching of phonics so that various teaching styles can be encompassed. ICT opportunities are used where appropriate. Phonics is taught in discreet lessons as well as being infused throughout the curriculum enabling children to rehearse and consolidate skills.

## **The teaching of reading**

### **AIMS:**

- To widen and extend teachers knowledge of children`s literature to support reading for pleasure;
- To develop comprehension skills;
- To secure the place of children`s literature from Early Years to Year Six through systematic termly teacher planning for literature;
- To broaden and deepen children`s learning within English and across the curriculum;
- Improve outcomes for all pupils;
- To ensure that literature studied by pupils is sufficiently challenging and includes literature from other cultures and traditions.

### **Approach**

- Each year group focuses upon key literature texts each term. These include a mixture of fiction and non-fiction
- Texts will support key reading priorities within the class and support cross curricula learning
- Key objectives from the progression papers/ primary framework reading targets and identify key `before`, `during`, `after` strategies
- Teachers to link literature to cross-curricular learning
- A combination of individual, group and whole class reading takes places on a regular basis, throughout the week.

We use a range of reading schemes in school. In Key Stage One we use Oxford Reading Tree, Pearson's Bug Club and Rigby Star. We also have a range of 'real' books used for independent reading, these are graded according to level of challenge. In addition to this, we also have intervention programmes such as Rapid Reading to support children who need a little more help. In Key Stage Two we use Oxford Reading Tree and a wide-ranging selection of 'real' books.

We regularly review our reading books and have invested significantly over the past two years including restocking our library.

Reading takes place on an individual, group and whole class level on a regular basis. The sessions are taught with a particular focus on what the group requires in order to progress further in their reading.

## **Parent Participation**

Parents are informed about how they can help their child with reading at year group curriculum meetings at the beginning of each term. They are informed of their child's progress in parents' evenings and in the child's annual report.

Year groups invite parents into class every term, to carry out reading activities with their children.

Book Week is an annual celebration of reading for pleasure where there are activities in school, aimed at encouraging children to enjoy reading for pleasure, explore libraries and bookshops, and even start writing themselves.

## **Further reading:**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/284286/reading\\_for\\_pleasure.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf)

<http://www.teachers.org.uk/files/active/1/Reading-4-Pleasure-7225.pdf>

BBC- this website gives parents excellent advice on how they can help their children develop their phonic knowledge.

<http://www.bbc.co.uk/cbeebies/grownups/article/the-alphablocks-guide-to-phonics>