

# The Intent of our Reading Curriculum

Our vision at St Patrick's is for every child to experience of a wide range of high-quality reading texts, as well as coverage of genres, so that the children become fluent and passionate readers. This will enable them to become creative, critical, independent and resilient thinkers and learners. We use high quality texts to creatively and effectively put quality children's books at the heart of all learning.

We want children at St Patrick's to be able to:

- Independently decode words and texts
- Read as a writer through their understanding of the text
- Comprehend and discuss a text
- Read for pleasure by selecting books they enjoy at our library and from the class book corners

## Implementation

### **Reading in Key Stage One and Early Years:**

In Key Stage One, children are taught to decode words through daily phonics lessons. These lessons follow the Read, Write, Inc. scheme and are highly effective at teaching children to decode phonetically plausible words, as well as learning to recognise non-decodable words by sight. Children are also taught to comprehend the texts they read, through high quality guided reading sessions in which each child reads a phonetically decodable book with an adult. This enables the children to work on fluency and understanding each week. Each child is also given a new book each week to read at home.

### **Reading in Key Stage Two:**

In Key Stage Two, children are taught comprehension skills using VIPERS questions with high quality texts. This approach encompasses all the skills they need to become critical, independent and resilient readers who can confidently read increasingly challenging texts for meaning. Children also have the chance to read individually with an adult and change their home reading book every other week.



### **Encouraging a love of reading:**

At St Patrick's, we firmly believe that reading for pleasure is of the utmost importance. We encourage this in a number of ways.

- We finish each day listening to a class story.
- We invite authors and story tellers in to inspire a love of reading.
- We have a well-stocked library with a wide variety of books that all children get the chance to visit weekly.
- We gather half-termly in our key stages to listen to a story in the hall. This is a chance for teachers to share a story they love with the children.
- We have well-stocked class libraries and create time for children to read independently in class.
- We celebrate world book day by dressing up and exploring stories.
- Children have the chance to enter a weekly reading raffle when they have read their home reading book each day at home.

## **Impact**

Pupils are given regular opportunities to read a wide variety of high quality texts, both independently and with teachers. Progress is closely monitored in phonics and reading and where gaps in learning are identified, the reasons for this are analysed and this information is used to plan further teaching or intervention activities where needed. Children have weekly opportunities to practise their VIPERS skills and teaching is adjusted and planned for in order to ensure all children make progress.

The Impact of the Reading Curriculum is evident in:

1. Key Performance Indicators (KPIs) such as statutory assessments
2. Standards of work in books, including evidence of applying VIPERS skills.
3. Teaching and Learning Reviews and Learning Walks
4. Pupil voice
5. Subject Action and School Development Plans