

“Every child is a unique child of God.”



Early Reading Document

Whinmoor St Paul's C of E Primary School



*Let Your Light **Shine!***



"I wish there was
a path, my path."

"I need to get across, but I long
getting stuck in the mud."

Introduction

The teaching and learning of English are fundamental to ensure every pupil's success as a life-long learner, and citizen of the world. Reading, writing, speaking and listening skills are explicitly taught at every phase of a pupils' education and it is paramount that children make a positive start at Whinmoor St Paul's Primary School.

Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. In fact, there's evidence to suggest that reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.

Developing reading, writing, speaking and listening skills discreetly, and in English lessons, as well as embedding these within all curriculum subjects is vital. Whinmoor St Paul's Primary recognises this and provides opportunities throughout the curriculum, incorporating key texts through which to teach reading and inspire writing outcomes. Thus, helping our children cultivate a love of English language and literature.

Our reading spines ensure curriculum coverage, as well as genre coverage, and a love of learning – across the curriculum – through fiction and non-fiction.

Our aim is to ensure that, by the end of their primary education at Whinmoor St Paul's Primary, all of our pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education, as well as seeing themselves as a reader who enjoys reading for choice, pleasure, interest, challenge and enjoyment.

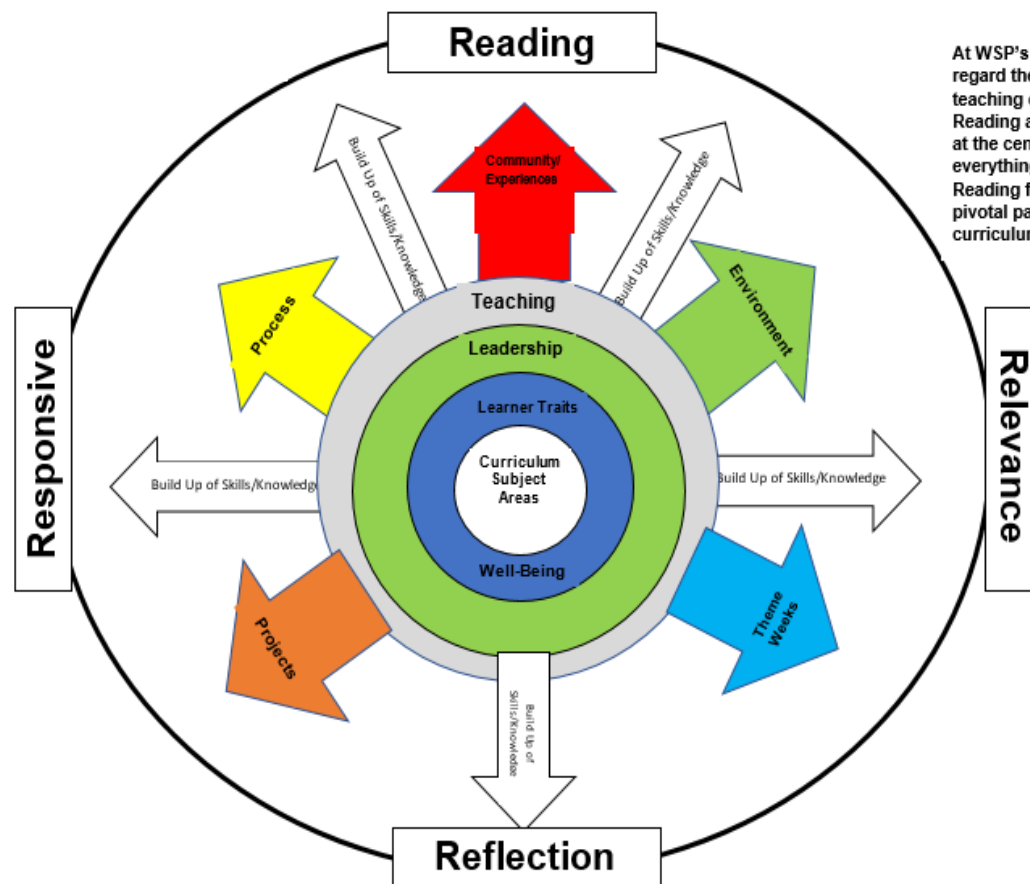
Our main aims for Reading are:

- 1. WSP ensures reading is central to the curriculum**
- 2. All adults are teachers of reading**
- 3. Reading is prioritised to ensure the very best start. A robust, systematic synthetic phonics programme is in place, alongside effective early language development and the central development of stories, songs and rhymes.**
- 4. Pupils read a broad range of literature.**
- 5. We recognise that reading aloud is one of the most valuable activities an adult can do.**
- 6. We prioritise a vocabulary rich culture.**
- 7. We have a systematic approach to supporting comprehension development.**

Whinmoor St Paul's ensures reading is at the centre of the curriculum

At Whinmoor St Paul's Primary School we regard the teaching of Reading at the centre of everything we do. Reading forms a pivotal part of our curriculum model (right).

Our aim is to offer the strongest SSP (Systematic and Synthetic phonics) teaching, which is taught consistently in EYFS & KS1 through Little Wandle and ensures that pupils' make the strongest start, so that their confidence in reading and language comprehension can be built upon year after year. Pupils should always be ready for the next stage of their progressive reading journey, through explicit teaching and timely interventions.



At WSP's we regard the teaching of Reading as being at the centre of everything we do. Reading forms a pivotal part of our curriculum.

Developing Learner Traits and supporting Well-being

The following learner traits are promoted throughout our curriculum: perseverance, carer, inquirer, risk-taker, teamwork, communicator and thinker. These are paramount to being a successful learner. Focusing on these traits serves to promote the development of secure, happy, well-adjusted individuals who are equipped for lifelong learning.

Leadership

Leadership is an important aspect at the core of our curriculum. Individual subjects are driven not only by staff subject leaders, but by Curriculum Teams too. Pupil voice is important to how we continue to shape our curriculum. We believe that developing leadership in our children enables them to develop confidence, strength of voice and prepares them for their future education and life – the future adults of Modern Britain.

Purpose

We believe a curriculum with purpose is key to obtaining the best possible outcomes through the curriculum. The purpose is one of the main drivers in a subject and has the potential to motivate, enthuse and inspire our children even more. We believe that a purposeful curriculum motivates, inspires and embeds rich knowledge into our children's working memories.

Community / Experiences

We are passionate about including the whole community in our curriculum. This does not just involve the local community but nationally and internationally. It is important to us to develop cultural capital, respect and appreciation of the world around them.

Environment

Using the environment to its potential supports, extends and challenges the development of our curriculum. We are passionate about using the indoors and outdoors to enhance learning opportunities and make the best possible use of promoting learning around school. Children are inspired by our environment, it exudes our expectations and encourages children to take pride in everything they do.

Theme Weeks

Theme Weeks inspire our children and allow for an in-depth focus on specific subject and a key component of it. Children thrive during subject weeks and always have a purpose and an outcome to achieve by the end of the week.

Purposeful Project

The purposeful projects in a theme gives added purpose that children are inspired by. It ensures that children have a clear aim, clear learning intentions and have goals to achieve before getting to the desired outcome.

Process

The process is incredibly important to help to get to the desired outcome and is planned out very clearly through long and medium term plans. We ensure that every subject area is clearly mapped out to ensure coverage which is age appropriate, challenging and offers children to explore the subject in-depth. By sharing the process with everyone involved, there is a clear aim and every task is meaningful.

Launch Days/Creating Awe and Wonder

Reading, Relevance, Reflection, Responsive - We believe that these aspects should happen throughout all of these strands above. We strongly believe that Reading is at the absolute heart of our curriculum. Whether it be reactive to current affairs or to children's interests, adapting our curriculum is key to maintaining interest, ensure knowledge is embedded & reacting to what is happening in the world around us, whilst maintaining subject coverage.



Little Wandle, Decoding and Phonics





The teaching of early reading begins with phonics and is the key to forming that love of reading. Phonics is taught using the Little Wandle scheme and consists of short daily whole class sessions with a specific order of teaching phonemes and tricky words, as well as lots of repeated practice. Phonics is taught from Early Years to KS1. Nursery begin their phonic journey with lots of oral blending and initial sounds, (although this does not include letters). Reception builds on this learning and move onto Phase 2 and continue teaching through Phase 3 and Phase 4.

Little Wandle is followed until Year 2 and is taught progressively and with fidelity. In KS1 pupils are introduced to 'Grow the Code' and review their learning from Reception, before moving onto Phase 5. Pupils who are not keeping up with their peers undertake rapid keep up or catch up intervention support and where pupils have not yet mastered the English alphabetic code in Key Stage 2, they also access Little Wandle support, utilising our 7+ reading resources.



Phase 2 grapheme information sheet Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s		Show your teeth and let the s hiss out s s s s s s	Down the snake from head to tail
a a		Open your mouth wide and make the a sound at the back of your mouth a a a	Round the ant's helmet and down into space
t t		Open your lips, put the tip of your tongue behind your teeth and press t t t	Down the tiger and across its neck
p p		Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head
i i		Put your lips back and make the i sound at the back of your mouth i i i	Down the iguana and dot the leaf
n n		Open your lips a bit, put your tongue behind your teeth and make the n n n sound n n n	Down, up and over the net
m m		Put your lips together and make the m m m sound m m m	Down, up and over the moose's nose

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
or	 born with a horn	Make an 'o' with your mouth, push your tongue down and say or or or	aw au ou oi ai oi oa
ur	 curl the fur	Open your mouth in a raised way, push your tongue down and say ur ur ur	er ir or
ow	 wow owl	Open your mouth wide then move your lips together as you say ow ow ow	ou
oi	 being being	Make an 'o' with your mouth then move your lips out as you say oi oi oi	oy

Leading Phonics

Our expectation is that everyone is constantly developed to provide the best reading teaching. We also ensure Reading is part of our CPD calendar termly. We expect every adult that is part of team to be a Reading Teacher and role model for reading.

Home readers

Home reading is encouraged as part of a wider partnership with families and carers. In the early years and for those children still on the reading scheme, children are sent home with decodable reading books matched closely to the phonics scheme. Bookbag books for children on Little Wandle should include: a reading record book to record reading when listened to and a copy of the story book that they have read 3 times in the Little Wandle lessons. We encourage parents/carers to read with their children on a daily basis and record this in their Reading Record book.

Children who are at the beginning of Little Wandle will take home a non-word book for shared reading at home for parents/carers to read with their child to build their reading skills. It is really important for consistency that no other reading scheme book be included in bookbags to take home.

Impact

All children should be confident with their word reading and comprehension (both listening and reading) relevant to their attainment level. By the time they leave Whinmoor St Paul's, pupils should be able to read fluently, and with confidence, in any subject in their forthcoming secondary education as well seeing themselves as a reader who enjoys reading for choice, pleasure, interest, information, challenge and enjoyment across a variety of topics and themes.

