

“Every child is a unique child of God.”

WHINMOOR



ST. PAUL'S
C of E Primary School

Learning to Read at Whinmoor St Paul's Primary School



WHINMOOR



ST. PAUL'S
C of E Primary School

Let Your Light **Shine!**



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.

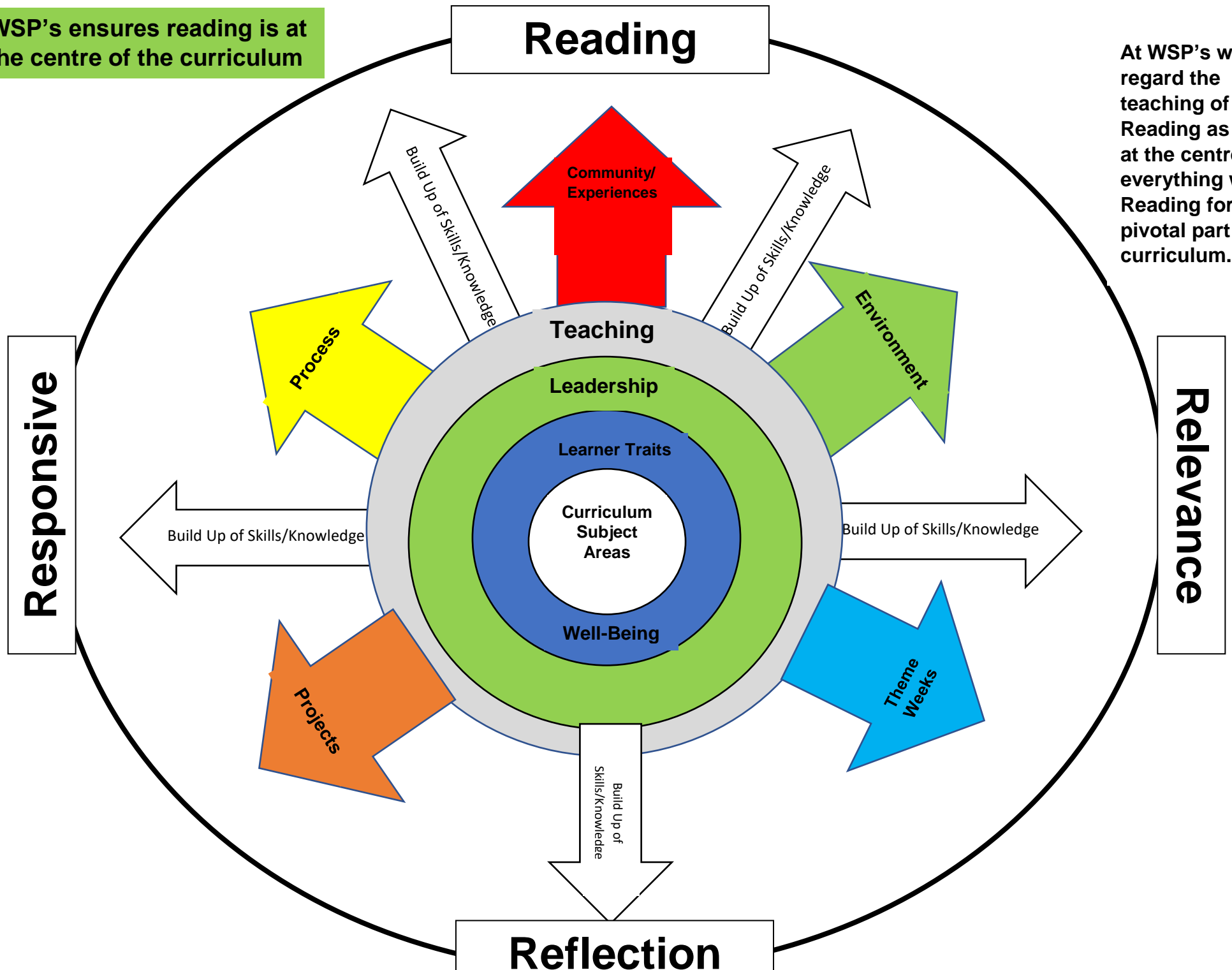
Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. In fact, there's evidence to suggest that reading for pleasure 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.

- 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.**

1. WSP's ensures reading is at the centre of the curriculum



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.

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.

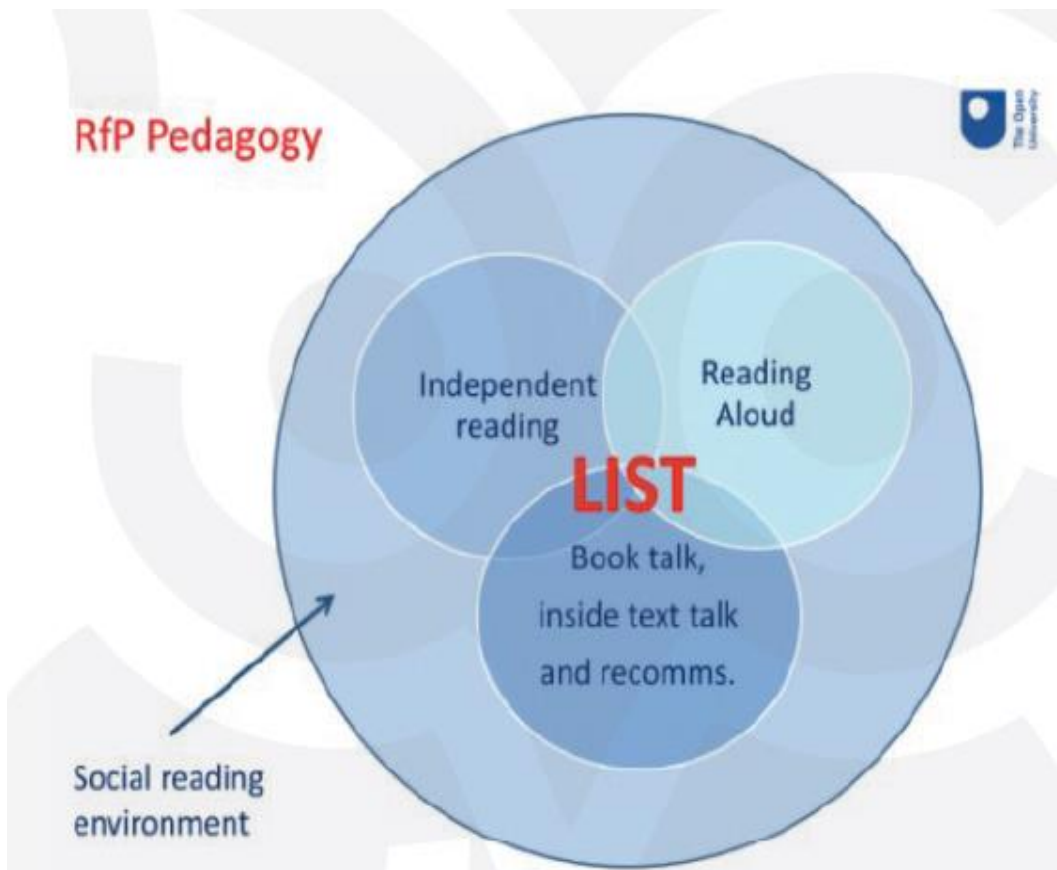
Reading for Pleasure

We expect pupils at Whinmoor St Paul's Primary to develop a habit of reading widely and often, for both pleasure and information. Reading for pleasure is something that is a key focus at Whinmoor St Paul's Primary and all classes have a dedicated Reading Area where children are given the opportunity to access a wide range of books in a comfortable space, with input from the pupils in each class. All year groups have a wide range of designated fiction, non-fiction, and poetry books that they can choose to read in independent reading time. Book talk is incidental and ongoing; however, teachers also plan specific 'Book talk' questions which are focused on in class. This allows whole classes to debate and discuss ideas linked to reading, focused on a specific book or reading more generally. Children are given the opportunity to respond to these discussions in the Love of Reading sessions or by using their reading journal (KS2) which is a creative outlet for their reading experiences.



A wealth of evidence is available for demonstrating how enjoyment of reading has a positive impact on attainment and wellbeing for pupils. With this knowledge, we prioritise Reading for Pleasure/the Love of Reading.





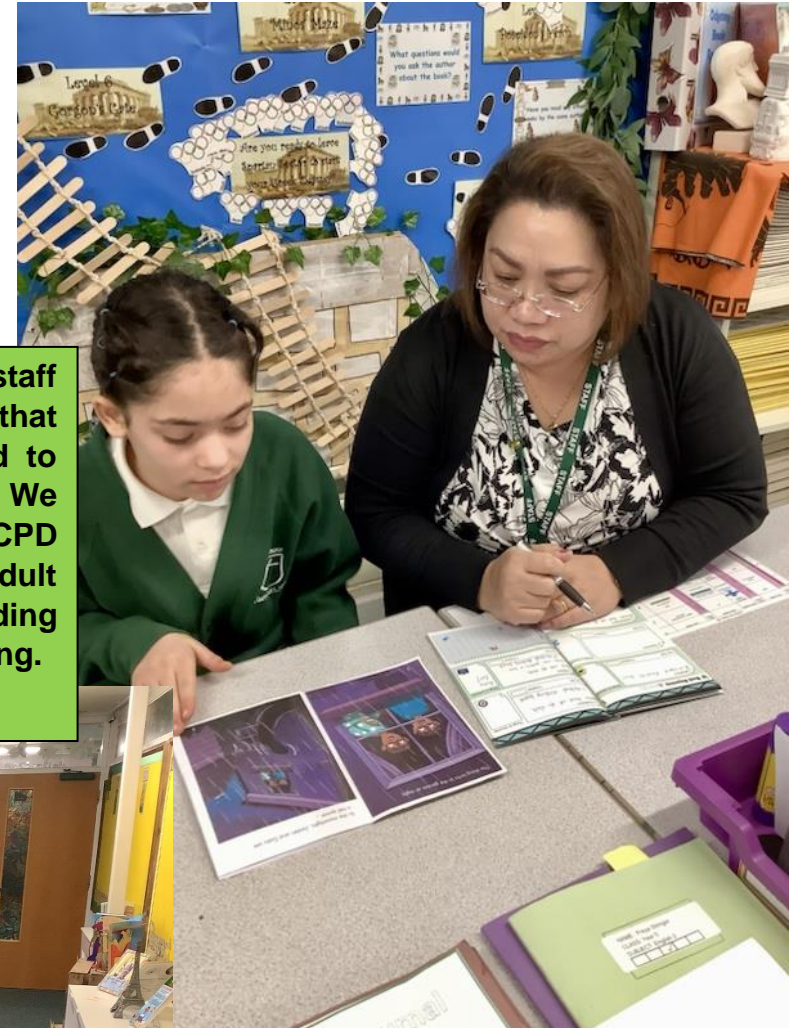
The Open University's Reading for Pleasure Pedagogies form the basis for developing in this area, which stipulates that a robust Reading for Pleasure Pedagogy encompasses four practices: - reading aloud, informal book talk and recommendations, and independent reading time within a highly social reading environment. It is recognised that it is not simply a case of employing these four practices. As found by the 'Teachers as Readers' research undertaken at the Open University, success is dependent upon teachers' knowledge of children's literature and of their readers. When responsively combined, these practices positively influence children's attitudes and attainment. This RfP Pedagogy check- 'LIST' enables teachers to underpin their planned practice and to:

- take responsibility for and plan to develop children's Reading for Pleasure alongside and as complementary to reading instruction
- effectively use their wider knowledge of children's literature and other texts to enrich children's experience and pleasure in reading
- let children control more of their own reading and exercise their rights as readers
- make time and space for children to explore texts in greater depth, share favourites and talk spontaneously about their reading
- build reciprocal and interactive communities of readers

2. All adults are teachers of reading



We provide regular training for all staff at WSP's. 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 the team to be a Reading Teacher and a role model for reading.



3. Early Reading is prioritised for the best start. A robust, systematic synthetic phonics programme is in place. Stories, rhymes, songs and poems are prioritised.



Little Wandle, Decoding and Phonics

Good phonics skills are essential to being a good reader. At Whinmoor St Paul's Primary we want our pupils to have a love of reading that remains with them all of their life. 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 to 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 daily rapid catch up intervention support and where pupils have not yet mastered the English alphabetic code in Key Stage 2 they access the Little Wandle Rapid Catch-Up intervention.





Individual Reading

In addition to Little Wandle, children regularly read with adults individually to develop their decoding and fluency skills.

Once children have completed the Little Wandle programme, they continue to change their books regularly. In KS1 & KS2 children will read with their class teacher and complete a 60 second read text each term, with this logged in their reading record and teacher folder to track how they are progressing. Year 5 and Year 6 children will also complete the NFER assessment to help build pupils' familiarity with more formal assessments. All pupils who are behind age related expectations - particularly the lowest 20% - should read more regularly than this with adults as defined in the school's intervention planning.



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.



4. Children read a broad range of literature

English lessons: Teach Through a core text

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. Literature therefore plays a vital role throughout our English curriculum and English lessons are taught using high quality children's literature as a springboard for writing.

When a learner approaches a reading or writing task, they must draw on multiple skills simultaneously, having a knowledge of how to adapt them for purpose and effect. Thus, English lessons utilise inspirational texts to support writing sessions, where pupils become immersed in, and take ownership of, a text and where multiple authentic writing opportunities are woven throughout the exploration of each book. Grammar, sentence level and vocabulary development is taught, developed and applied in the context of this high-quality literature throughout each unit. This enables pupils to build upon and return to skills to convert inflexible knowledge into more flexible knowledge by applying them repeatedly in different contexts accordingly, thus enabling progress over time. This places the book at the heart of English lessons, and the text remains the constant context throughout each unit of work. The whole book (from beginning to end) informs the audience and purpose of each piece of writing.

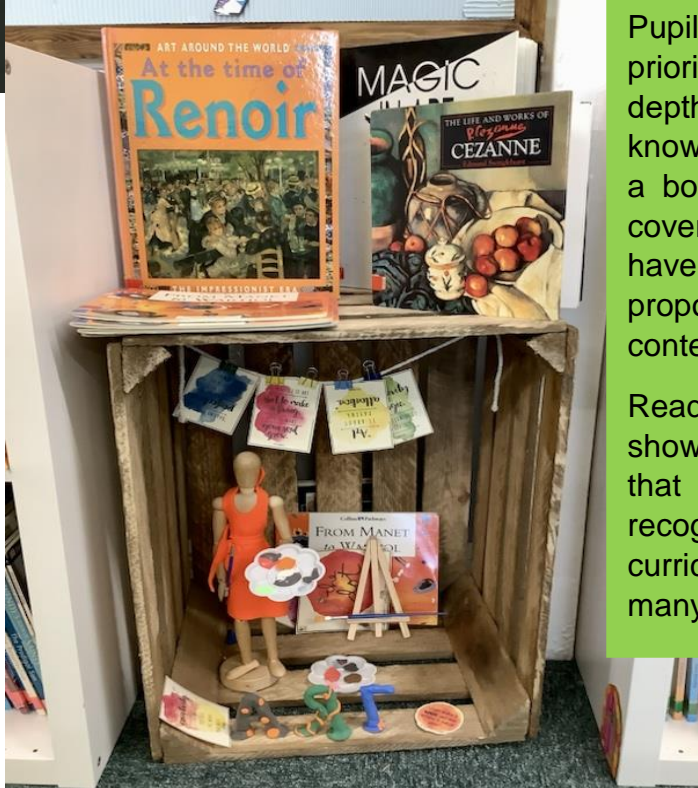




Reading Curriculum: Text Exposure

Pupil exposure to a range of high-quality texts is prioritised. In English lessons, we explore one book in depth each half term. Where previous gaps in pupils' knowledge require a class or school to spend longer on a book, the expectation is that at least 3 books are covered termly, or that additional quality pieces of writing have been completed to a high standard during a proportion of English lessons linking to wider curriculum content.

Reading Trees are displayed in each classroom and show the range of texts that have been covered so far that academic year. This encourages children to recognise the importance of reading across the curriculum and how information can be gauged across many different genres, digitally and in print.



5. We recognise that reading aloud is one of the most valuable activities an adult can do

Alongside this the use of high-quality texts in English lessons, every pupil is read to daily by adults in schools for at least 15-20 minutes. In Early Years and Key Stage 1, children are exposed to a range of quality stories, rhymes and poems throughout the day and with ample opportunities for revisiting familiar stories to learn by heart and a 'Top Ten' approach is encouraged.

In Key Stage 2, pupils undertake at least daily 30 minutes of Whole Class Reading Lessons. There is opportunity within this daily session to explore class novels, as well as fiction and non-fiction extracts and poetry. They reflect the following priorities:

- 1. linking reading to the Wider Curriculum, enabling pupils to recall and bring their prior knowledge to a text, thus considering the text at a deeper level and increasing comprehension of the subject matter in hand;**
- 2. exploring literary quality which can then be compared and contrasted with other reading, whether this be through an author spotlight highlighting some of the key works by outstanding authors or whether this be a spotlight on a literary theme.**



Classroom Environments

Book Corners

Book Corners and Central Library spaces within Whinmoor St Paul's Primary are greatly valued. Book corners within classrooms are seen as mini-libraries: places where children can browse the best books, revisit the ones that the teacher has read to them, and borrow books to retell at home. The books themselves are the most important aspect, and well-chosen books capture children's imaginations. The selecting, displaying and promoting of the books in the book corner is prioritised. The focus is on what will make the biggest difference to children's reading habits, including:

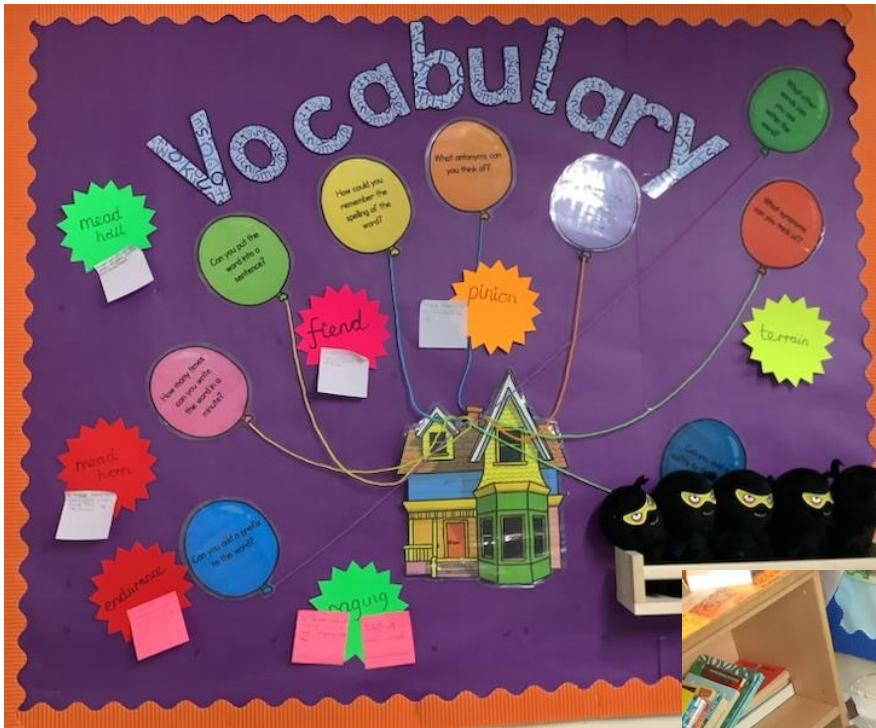
- not displaying too many books at once; the more choice that is presented, the less children are likely to engage;
- refreshing the display;
- making the books attractive and easy for children to find;
- having books the children have listened to recently displayed at their eye level on outward-facing shelves;

- at the start of the school year, including around 20 of the children's favourites from the previous year. These can occupy lower shelves or boxes;
- storing books that have been previously read to the class in extra boxes for children to read and retell again, at school and at home. Children could be involved in returning books to the central library or other area, so that they can see that their book corner is being refreshed and replenished;
- removing books that are dull and dog-eared, unless it is particularly well loved;
- storing 'decodable' books matched to the school's phonic programme separately so that teachers can select from them, both for children's reading in class and to take home.

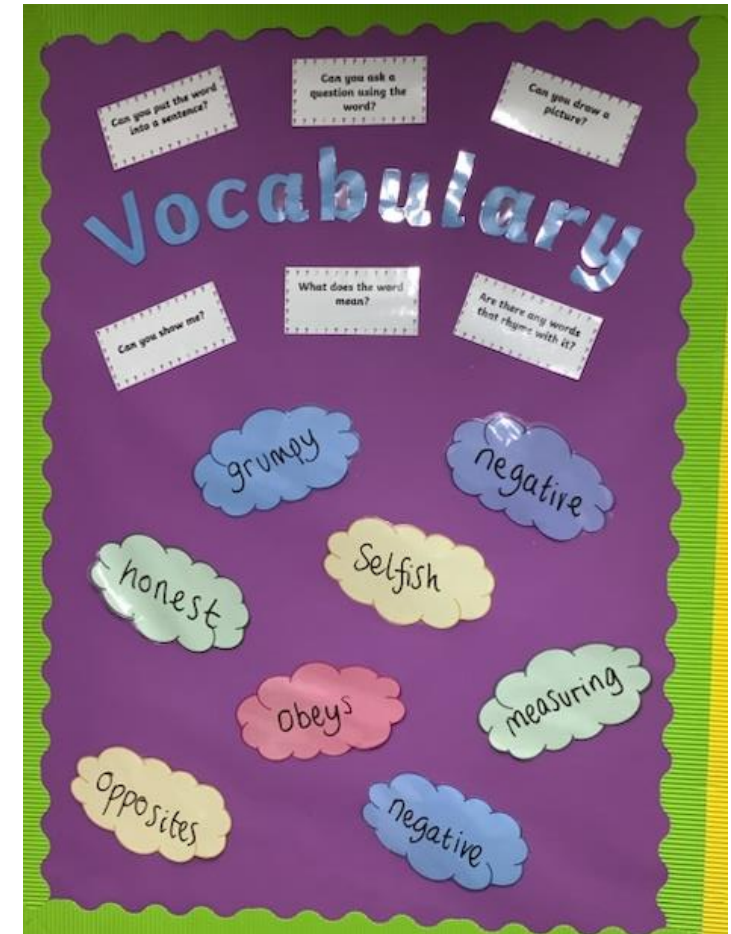
Once children have completed the Little Wandle programme successfully, children select ability-appropriate books that are engaging and will aid in honing reading skills as well as giving a breadth of genres.



6. We prioritise a vocabulary rich culture



Research shows that the size of a child's vocabulary is a strong predictor of reading success. We aim to provide lessons where we explicitly teach vocabulary, raise children's interest and motivation to develop their own vocabulary and celebrate exploring and using ambitious word choice. We want to support all our children to use a wide vocabulary, whilst recognising that children join our school at very different starting points.



We use a number of practical strategies to help children to develop their vocabulary

- Class reading: vocabulary can be discussed in the context of the book being read. Children are encouraged to apply this learning in their class discussions and written work. Vocabulary is identified and explicitly taught every week
- We heighten vocabulary development through our Whole Class Reading and Love of Reading sessions, as well as, word of the month. It is our aim to ensure all our children are excited by new words and motivated to strive to use these new words in their conversations and work
- Class environment: working walls display specific vocabulary that children can refer to. They are kept up-to-date and accessible. We aim to develop a rich language environment.
- We create excitement about discovering new words (it is okay not to know what a word means).
- Children are encouraged to use new vocabulary accurately within full sentences in their speech as well as their written work. Ambitious or new vocabulary used by the children is celebrated by the teachers through verbal and written feedback.

Three tiers of vocabulary are identified and teachers explicitly plan how to use and explore words from each tier.

Tier 1 words – basic words used in the child’s everyday setting (e.g. go, play).

Tier 2 words – complex words (e.g. compare, neutral).

Tier 3 words – highly specialised, subject-specific words (e.g. isosceles).

Oracy

Spoken language is central to learning at Whinmoor St Paul’s Primary.

In the Early Years, we provide adult-child interactions that involve “sustained shared thinking” and open-ended questioning to extend children’s thinking, thus ‘developing talk’ is a key area identified by the Department of Education in ‘The Reading Framework: Teaching the foundations of literacy’ (2021).

Oracy education, expressly teaching young people how to use spoken language effectively, requires more than simply providing opportunities for talk in the classroom. It means teachers taking an active role in developing children’s spoken language skills, just as they do for students’ skills in reading and writing. We explicitly plan for our children to have rich oracy development through everything we do.

7. We have a systematic approach to supporting comprehension development

Whole Class Reading Lessons

All classes from Nursery to Year 6 have daily Whole Class Reading sessions. The Reading lesson at Whinmoor St Paul's Primary will develop effective fluency, comprehension strategies and understanding over time through the purposeful, explicit use of VIPERS (vocabulary, inference, prediction, explanation, retrieval, sequence or summarise) with high quality teaching – teaching specific comprehension skills explicitly at an age-appropriate level. We understand that good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Therefore, new language from listening to, reading and discussing a range of texts is taught, practised and review consistently to develop children's word bank.

Reading is assessed each term by teaching staff using PIRA, NFER and 60 Second Read tests. These assessments further help the teacher in assessing the next steps of learning for each child. In addition to this, reading is constantly being assessed against the year group expectations using the Target Tracker.



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 Primary, 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.

