



Langmoor Reading Curriculum

English Reading and Writing has a prominent place in all aspects of education and in society. Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know and it can inform creative writing skills to develop imagination and allow children to acquire understanding from all areas of the curriculum for knowledge and pleasure.

Intent

Our aims in teaching Reading is that all children will, to the best of their ability, develop their skills in order to be successful in all of their future endeavours after they leave our school. It is designed to provide a relevant, progressive and a well-structured academic curriculum which enables children to develop and master a broad knowledge and wide range of skills. Literacy is a key driver of our curriculum, allowing children to unlock the power of language both spoken and written. Our aim is to ensure that every child becomes a reader, a writer and confident speaker by the time they leave Langmoor Primary School.

At Langmoor Primary School our aim is for every child to become a fluent reader. We want children to become fluent readers in order for them to reach age related expectations or make accelerated progress from their starting point. As well as this we want children to develop a love for reading and read for pleasure on a regular basis.

Our curriculum is designed around the needs of the pupils in our school and there are a variety of approaches to enable the pupils to make good progress. English is a core subject of the National Curriculum. The fundamental skills, knowledge and concepts are set out in The New National Curriculum for English. The National Curriculum looks at the different areas of: Spoken Language Reading – Word Reading– Comprehension Writing – Transcription (to include Handwriting) Writing – Composition Writing – Spelling. At Langmoor we understand the importance of learning to read and developing key skills needed in order to be successful as well as promoting a love and passion for reading.

The aims of teaching reading in our school are to develop pupils who:

- show high levels of achievement and exhibit very positive attitudes towards reading;
- rapidly acquire a secure knowledge of letters and sounds and make sustained progress in learning to read fluently;
- read easily and fluently with good understanding across both fiction and non-fiction;
- acquire a wider vocabulary;
- participate in the teaching of phonics knowledge, skills and understanding in a systematic and enjoyable way;
- develop their reading in all subjects to support their acquisition of knowledge;

- develop a love of reading;
- read for pleasure both at home and school on a regular basis;
- through their reading develop culturally, emotionally, intellectually, socially and spiritually;
- develop good comprehension drawing from their linguistic knowledge.

Reading @ Langmoor - children will:

- Understand phonics and be able to apply this to any given word.
- Be confident to apply reading phonics to their spelling of words.
- Be able to read a wide range of texts from different genres.
- Be able to understand the words they read making deductions and inferences.
- Have a love for the pleasure of reading as well as to gain knowledge for all areas of the curriculum.
- Share their interest in books and texts with their peers.
- Be able to listen to the spoken word attentively, with understanding, pleasure and empathy.
- To contribute to discussions around different genres and text types.
- Be proud of their reading and achievements no matter their level ability.

Implementation

Learning to read is about listening and understanding as well as working out what's printed on the page. Through hearing stories, children are exposed to a wide range of words. This helps them build their own vocabulary and improve their understanding when they listen, which is vital as they start to read. Reading gives access to the whole curriculum and world beyond the classroom. Reading allows children to be transported from our own world to another. Between the pages of a book, we can become immersed in the lives of fictional characters and learn about a culture entirely different from our own. We can also learn new words and phrases, experience a range of emotions, and acquire skills and knowledge.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.



At Langmoor we understand the importance of embedding reading skills across the curriculum starting from early years reading. These skills are developed every year and throughout their time at Langmoor, building on and developing key skills needed in order to be successful readers. We follow VIPERS for comprehension across our whole school approach for reading.

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



VIPERS covers the key comprehension skills in line with the content domains from the National Curriculum. Children are taught to use these skills a lesson when reading with adults and applying when reading independently. The mnemonic VIPERS is used to ensure children understand the purpose of questions when reading independently and to support them when competing comprehension tests. This is a whole school approach and resources are sourced from The Literacy Shed, and our own creations.



Early Reading & Phonics

Research shows that early reading experiences, opportunities to build vocabularies, and literacy rich environments are the most effective ways to support the development of pre-reading and cognitive skills that ensure that children are prepared for success in school and throughout life.

Reading opens the door to a child's early academic success, imparts a love of learning and leads to higher achievements in every subject. When children learn to read at an early age, they have greater general knowledge, expand their vocabulary and become more fluent readers.

By reading to a child daily, they'll learn new words every single day. Regular and consistent reading can help to improve a child's concentration abilities. Furthermore, it will help a child learn to sit still and listen for long periods of time, which will benefit them in their schooling.

The focus of teaching early years phonics is on developing children's listening skills. They'll be encouraged to mimic and memorise musical and natural sounds, which form the basis of common words. This will improve pupils' ability to take separate letters and turn them into whole words.



At Langmoor we follow a systematic synthetic phonics programme - Letter and Sounds and incorporating actions from Jolly Phonics to support children's learning of phonics from Early Years with a multi-sensory approach, across Key Stage 1 and into Key Stage 2. The incorporation of both programmes allows the children to recognise the phonemes and graphemes, as well as the skills of blending and segmenting whereby the children are able to break up and blend words to read and spell.

Children begin Phase 1 of Letters and Sounds in nursery, this also recapped in reception for those who do not attend our nursery. Letters and Sounds is then continued throughout EYFS and KS1. Every child in reception and KS1 takes part in a daily phonics session. Some may access additional phonic interventions throughout the day to secure all six phases.

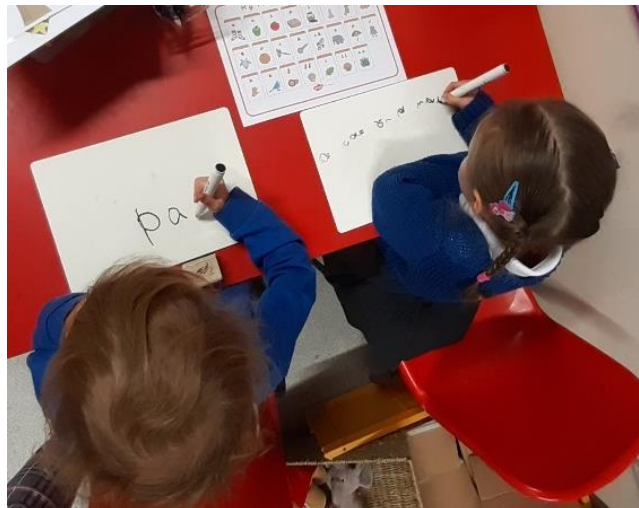
Knowledge of the alphabetic code:

- A **phoneme** is a sound in a word. There are approximately 44 phonemes in the English language.
- A **grapheme** is a letter or sequence of letters that represents a phoneme.

There are approximately 140 different ways that graphemes are used to represent the 44 phonemes in the English language.

These words each have three phonemes (separate sounds). Each of these phonemes is represented by a grapheme:

- A **digraph** is a grapheme where two letters represent one sound **kn** representing /n/.
- A **trigraph** is a grapheme where three letters represent one sound **igh** representing /ie/.



Book Bands are a proven approach to developing successful readers. The Book Band system helps us carefully grade books by difficulty. There will be books which they enjoy more than others but we will encourage the children to read a range of genres within each band. Targets will be set in each coloured band to support children's progression.



Special Classroom Books





in addition to our library, to build a love and pleasure for reading classrooms have their own 'special' reading books for children to read, these match areas of the writing curriculum to allow children to read widely around genres they enjoy. These will be read alongside banded books, some being easier readers, whilst others are more challenging for the children to learn from and enjoy.



Reading Eggs

We have an online subscription of Reading Eggs for all children to use and enjoy. Reading Eggs is the online reading program that helps children learn to read, with hundreds of online reading lessons, phonics games and books for ages 2–13 to access. Teachers can also set home learning tasks and monitor progress on here. Children can earn 'eggs' which they can spend in the online shop to change their avatars and play games with their peers.

Events to promote reading

-  Links with the local library
-  World book day celebration
-  Book Club / Fairs
-  Author visits

SEND & Interventions





All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

SEND needs are monitored by the SENCO termly and teachers work closely with her to ensure children's needs are met. Interventions are put in place and monitored carefully to ensure children make progress.

- ✓ Direct phonics for spelling and reading
- ✓ Rapid Reading for reading (*and vocabulary*)
- ✓ Additional 1-2-1 reading with adults

More Able

More able children are monitored by the HPL coordinator each term. Opportunities to develop reading happens in all lesson; however, we also endeavour to give more opportunities for these children when we can to inspire their curiosity and creativity. This had included:

-  Reading aloud in class and assemblies
-  Chance to reach black band on the book band level
-  A wide range of literature to read across the curriculum including: newspapers, magazines and comics
-  Buddy reading with younger children

Assessment

Reading will be assessed throughout the year by teachers. Formal comprehension assessment tests will be taken termly and standardised scores will be monitored for progression.

Leadership and Management

The subject leader's role is to empower colleagues to teach Writing to a high standard and support staff in the following ways:

- By keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals)
- Leading by example by modelling lessons or styles of teaching
- Having a knowledge of the quality of writing provision across the school and using this to provide a coaching and mentoring role
- Identifying and acting on development needs of staff members
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards

Partnerships with Parents




Every term parents are given a 'Supporting your Child Letter' for each year group. Information is given about topics and genres that will be covered, this includes vocabulary and spellings needed. We also have knowledge organisers for each unit across the curriculum to support home learning. Homework is set weekly and always includes spelling, and an English based task.

We have an open door policy and talk to parents daily on the playground if they need support or advice. In addition to this we have formal parent meetings twice a year, and parents get to look through their children's books at the second meeting to celebrate their hard work. We give certificates for hard work and personal achievements – this is also shown in our newsletter.

Impact

Through our curriculum we hope that children will enjoy reading across a range of genres. They will be able to succeed in all reading lessons no matter their ability. Children will learn the correct strategies for decoding words, not solely relying on phonics. They will develop a good knowledge of a range of authors and different genres. Children will be ready to read in any subject in their forthcoming secondary education and in the wider community. Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records. Attainment will be at least working at ARE within each year group and this will be at least in line with national averages; the percentage of children working at Greater Depth within each year group will be at least in line with national averages. There will be no significant gaps in the progress of different groups of children.

Policy links -

-  Writing Curriculum
-  Spelling progression
-  Phonics Progression