



## Langmoor Reading Curriculum

English Reading and Writing have 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 aim 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 a 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 gaining 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**

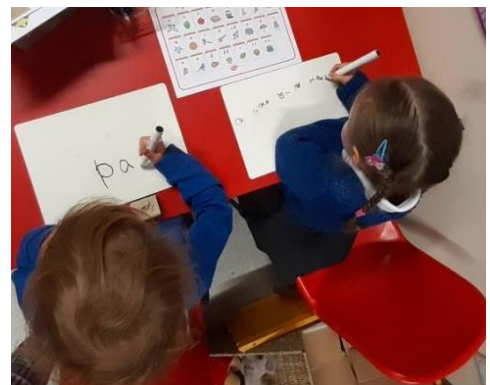
Learning to read is about listening and understanding as well as working out what's printed on the page. Through hearing stories, children are exposed to a wide range of words. This helps them build their own vocabulary and improve their understanding when they listen, which is vital as they start to 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 vocabulary and grammar) and 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 to reading.

VIPERS covers the key comprehension skills in line with the content domains from the National Curriculum. Children are taught to use these skills in lessons when reading with adults and applying them when reading independently. The mnemonic VIPERS is used to ensure children understand the purpose of questions when reading independently and to support them when completing 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 – Essential Letter and Sounds 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 is also recapped in reception for those who do not attend our nursery. Letters and Sounds are 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/.



### Teaching and Learning

Teachers have the freedom to timetable their own reading lessons; however, it is monitored carefully by the coordinator. Staff should ensure all children make progress with their reading skills which include: reading to the children, using quality texts that are embedded in all English writing units, 1-2-1 reading (as much as possible) in all year groups, using guided sessions in ability groups and whole class reading.

In KS2 children develop a love and passion for reading through whole class teaching of 'Classics Texts'. Here children develop a deeper understanding of literature and use of vocabulary through independent inquiry, guided lessons, talk and sharing ideas, drama and application to a writing task.

Whole class novel reading is also important for developing confident readers, as children as they experience shared reading with their peers. It allows for perseverance with longer reading sessions and develops confident readers when reading aloud to the class. Pace and fluency is practised alongside comprehension and discussions about books. Children also have the opportunity to develop creative writing skills linked to their class novels.



## Book Bands

Book Band Colour	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Black								
Burgundy								
Dark Blue								
Grey								
Brown								
White								
Gold								
Purple								
Light Green								
Orange								
Green								
Blue								
Yellow								
Red								
Pink								

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. There are both fiction and non-fiction choices in every band.

All children at Langmoor are assessed regularly to ensure they are accessing the correct book banded books for their attainment. Children are allowed to take these books home and reading VIPERS examples are shared with parents to support reading, and comprehension at home. We also use Benchmark Assessment to assist accurate levelling for those struggling to move on.

Children following the Essential Letters and Sounds programme will take home two reading books: a decodable book and a reading book. In addition to this they will have access to an online library of books that will be monitored by the class teacher.

When children have been successful in the phonics programme, all children will then follow the school's book banded system of age appropriate levelled reading books. They will take books home to read to parents.

## 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 and include a range of classic stories. These will be read alongside banded books, some being easier readers, whilst others are more challenging for the children to learn from and enjoy.



## 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
- ✓ Essential Letters and Sounds intervention

## 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. Benchmark assessment will also be used to support the progress of lower attaining learners.

## 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 year 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 on our website. Homework is set regularly and always includes spelling, and an English/Reading based tasks so further practise can be completed at home.

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 and 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
-  Presentation Policy
-  Spelling progression
-  Phonics Progression

### Online Resources -

- ❖ Phonics Shed
- ❖ Busy Things
- ❖ Literacy Shed Plus
- ❖ Deepening Understanding
- ❖ ELS library
- ❖ Purple Mash

### Spoken Language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. At Langmoor, teachers ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They are assisted in making their thinking clear to themselves as well as to others, and our teachers ensure that all pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils are taught to understand and use the conventions for discussion and debate.

All pupils are enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils adopt, create and sustain a range of roles, responding appropriately to others in role. They have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.



## Year Group Organisation and Specific Progression Expectations

Daily lessons are allocated to the 'formal' learning of reading, writing, speaking and listening skills: links made where possible. Informal learning takes place throughout the day and throughout all curriculum areas to ensure good cross-curricular links e.g. Children in KS2 might complete a topic-focused comprehension or read aloud from the board. Children may work as a whole class, in small groups or individually. Groups may be of similar or mixed ability to enhance peer support.

### Foundation Stage

Children in Reception classes study the objectives set out in the Early Learning Goals. The prime area for English is Communication and Language with strands of Reading and Writing throughout.

In Reception Class, the elements of Literacy may be covered across the day rather than in a single unit of time. This is to enable more use of outdoor learning and to incorporate a structured phonics lesson as part of Literacy teaching.

Here, children begin their reading journey through daily lessons of Essential Letters and Sounds led by the Class Teacher alongside groups taken by a Teaching Assistant.

Children are heard to read often, and this is recorded in their home reading books as well as a teacher record.

Children will take home a phonics book (sometimes *online*) and a reading story book for them to enjoy at home.

To promote a wide range of authors and styles of reading, children will listen to books being read to them as well, including key authors, classic stories and traditional nursery rhymes.

#### Early Learning Goals:

##### Communication and Language

###### Listening, Attention and Understanding ELG

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

##### Literacy

###### Comprehension ELG

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

###### Word Reading ELG

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

###### Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

## KS1

**National Curriculum:** All classes follow the NC objectives for their year group.

**Phonics & Spelling:** Spelling and reading go hand-in hand; children will recap phases of ELS as appropriate before moving on in Year 1, with evidence to be seen in their workbooks. In Year 2, children again recap any phases they need to before moving on to The Spelling Shed SOW spelling programme. Children will be encouraged to use their weekly phonics words in their creative writing lessons.

**Guided Reading:** Children will have weekly / fortnightly rotational groups of guided reading led by the Class Teachers and support staff. Children will work with other children of a similar level to them.

**Whole Class Reading:** Children will be introduced to whole class novel reading led by the Class teacher to promote a love of reading (discover new authors), to further explore comprehension together and to develop stamina and perseverance with longer books. These books will also link to the Talk for Writing unit being taught.

**Talk for Writing:** Throughout each unit, children will experience different Fiction and Non-Fiction texts that they will read and use for inspiration for their own writing.

**Record Keeping & Assessment:** When a child reads to an adult, notes will be recorded in the record file and in their home diary with a comment or with a stamp. Children will take more formal tests that are reported three times a year to the Head Teacher (NTS / SAT papers).

**Homework:** *see Homework policy*

**SEND:** Children with SEND needs will be monitored closely by the Class teacher and SENCO. They will participate in intervention groups as appropriate. Some children may need to be part of an ELS intervention group if they are falling behind. They will read more often to an adult and to Year 6 Buddy Pupils.

**More Able:** More able children will be encouraged to work more independently and they should complete detailed book reviews after they have read a book. Each classroom also has 'additional' books that reach a higher level; these include classic stories and some more challenging worded books.

## KS2

**National Curriculum:** All classes follow the NC objectives for their year group.

**Phonics & Spelling:** Spelling and reading go hand-in hand; children will recap phases of ELS as appropriate. Children will be encouraged to use their weekly phonics/spelling words in their creative writing lessons.

**Guided Reading:** Children will have weekly / fortnightly rotational groups of guided reading led by the Class Teachers and support staff. Children will work with other children of a similar level to them. In rotation with guided reading, **Classic Texts** will also be taught in KS2 half termly. This is an opportunity for children to develop many skills: reading (Fiction and non-Fiction), author exposure, comprehension, vocabulary, drama for speaking and listening as well as an opportunity for application to creative writing.

**Whole Class Reading:** Children will all take part in whole class novel reading led by the Class Teacher to promote a love of reading (discover new authors), to further explore comprehension together and to develop stamina and perseverance with longer books. Children will have a booklet to work on in some lessons: linking SPAG and writing skills along die reading.

**Talk for Writing:** Throughout each unit, children will experience different Fiction and Non-Fiction texts that they will read and use for inspiration for their own writing.

**Record Keeping & Assessment:** When a child reads to an adult, notes will be recorded in the record file and in their home diary (in LKS2) with a comment or with a stamp. Children will take more formal tests that are reported three times a year to the Head Teacher (NTS / SAT papers).

**Homework:** *see Homework policy*

**SEND:** Children with SEND needs will be monitored closely by the Class teacher and SENCO. They will participate in intervention groups as appropriate. Some children may need to be part of an ELS intervention group if they are falling behind. They will read more often to an adult and take part in Rapid Reading groups.

**More Able:** More able children will be encouraged to work more independently and they should complete detailed book reviews after they have read a book. Each classroom also has 'additional' books that reach a higher level; these include classic stories and some more challenging worded books.

Reviewed by: KMG Summer 2022