



What Reading looks like at Ledbury Primary School

We plan our creative curriculum so the children build a sense of belonging and being in the world in order to become skilled citizens.

Curriculum Intent

What a Reading lesson looks like in our school:

- **Focused Reading (1:1 with a teacher or LSP using RWI books KS1 or level appropriate for KS2) :-**

EYFS – once children can sound out and blend children will read 1:1 with an adult 1 x weekly using Ditty books, Pocket Rocket books and then RWI books once set 1 sounds have been taught.

KS1 – Target readers (bottom 20%) 4x weekly
ARE (at age related expectations or above) – 1 x weekly

KS2 – Target readers 3x weekly
ARE – 1 x ½ termly

- **Ready Steady Read (small groups – RWI books or otherwise appropriate for KS2) :-**

EYFS – Love of reading groups 2x weekly
All children RWI groups 3 x weekly (Teacher rotates)

KS1 - All children RWI groups 3 x weekly (Teacher rotates) to replace 1:1 reading time on one day of the week

KS2 – Where appropriate

- **Text Talk (whole class):-**

EYFS – shared book with all children on a daily basis

KS1 – Text taken from the Ledbury Reading Curriculum 1 x weekly

KS2 –Text taken from the Ledbury Reading Curriculum 3x weekly

- **Daily Phonic Sessions**

EYFS and Key Stage 1 - follow Read Write Inc programme with daily morning sessions. This is used throughout Key Stage 2 where necessary.

Our philosophy:

- Access to high quality texts with opportunities for high quality modelling and scaffolding reading skills leading to fluent readers who can comprehend
- This process will help the children to become happy, confident readers who can transfer these skills into their reading and writing.

By the end of EYFS, pupils 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.
- 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.

By the end of Key Stage 1, pupils will:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs

- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their
- developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Reading comprehension:

- Develop pleasure in reading, motivation to read, vocabulary and understanding
- Understand both the books they can already read accurately and fluently and those they listen to
- Participate in discussions about a range of text types, including poems that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

By the end of lower Key Stage 2, pupils will:

Word reading:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet
- make correspondences between spelling and sound, and where these occur in the word.

Reading comprehension:

- develop positive attitudes to reading and understanding of what they read
- understand what they read, in books they can read independently,
- retrieve and record information from non-fiction

- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

By the end of Key Stage 2, pupils will:

Word reading:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

Reading comprehension:

- maintain positive attitudes to reading and understanding of what they read
- understand what they read
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Cultural Capital

Reading is the main vehicle through which pupils will discover essential knowledge. It is the driving force behind our curriculum and is promoted at every opportunity. We ensure exposure to high quality texts that promote cultural and moral learning and include authors of differing gender and ethnicity.

Curriculum Implementation

How it works:

- Each year group has a recommended read list of high quality texts to encourage the children to read for pleasure
- In EYFS phonics is structured throughout the year, which is built on term by term. Opportunities to revisit certain sets are planned for over the year and this is a reactive process
- KS1 continue with phonics , 3 x weekly Ready Steady Read sessions and 1x weekly Text Talk lessons too
- KS2 carry out 3x weekly Text Talk lessons
- EYFS and KS1 read picture books and class focus/novel books for 15minutes at the end of each day
- KS2 teachers read a class novel for 15minutes at the end of each day
- By the time children leave Year 6 they will have covered a wide genre of texts and styles (see Ledbury Primary Reading Curriculum) which will influence their love for reading
- Links with other areas of the curriculum are made during Text Talk sessions to involve texts and vocabulary to provide more meaningful learning
- Raising the profile of reading by use of :
 - Twitter, to observe the reading across the school
 - the EYFS Reading Festival and the summer reading festivals for target readers in KS1 and KS2
 - termly reading challenges
 - and the progression award scheme for children who move up a level in their reading
 - the redesign of the school library
 - the requirement of 3x reading entries in the reading diaries and the focus on this by class teachers
 - daily reading to be seen in class to develop a love of stories

What adults will do:

- Adopt a passion for books and reading bringing this to every classroom each day
- Bringing Ready Steady Read sessions and Text Talk sessions into the weekly timetable as well as Focused Reading where necessary
- Learning walks to ensure that reading is being taught
- Research new innovative techniques, assessments and programmes
- Network with other schools and reading co-ordinators

How we support children, including SEND, EAL and PP:

- Lexia is used in school each day for Target readers
- Action plans adopted for Target readers in every class:
 - prioritised daily Focused reading
 - assessments to highlight barriers
 - engage with parents to communicate ways to support
- For all other children:

	- Use teacher assessment to quickly identify any child who requires additional support in specific areas YERK assessment - These children to then receive pre-teaching or immediate intervention to ensure they have sufficient skills in place to access the next teaching How we challenge: • In KS1 an emphasis on the importance of fluency • Small group work to further challenge • Reasoning and comprehending • Opportunity for some to participate in Reading Challenges beyond the school
Curriculum Impact	What you might typically see: • Happy and engaged readers • Varied representation of texts • Paired/group work • A range of different activities including use of technology • Engagement and perseverance • Self-motivated children • Resilient learners • Children talking positively about reading, sharing and reflecting on their learning and how it relates to real life situations How we know how well our pupils are doing: • Engaging with parents • Tracking reading levels • Teacher assessment and target setting • Phase meetings to discuss pupil progress • Targeted use of TAs • Photo evidence, especially on Twitter The impact of the teaching: • Confident children who can talk about what they have read • Children who are enjoying their learning in reading sessions • Depth of understanding/application in different reading skills • Children ready for the next step in education • Children who foster a clear passion and love of reading and books

- Children who are engaging in the whole curriculum because of their good reading ability

Pupils develop detailed knowledge and skills and, as a result, achieve well. This is reflected in the work the pupils produce. Pupils are ready for the next stage of education. Pupils with SEND achieve the best possible outcomes from their starting point.