

English Curriculum

Reading

Everyone Learning Together

The Newfield Way



Intent

At Newfield Primary School, we believe that reading is a gateway to learning, creativity, and lifelong curiosity. Our reading curriculum is designed to foster a love of books and reading, ensuring that all pupils develop strong, confident reading skills. We are committed to providing an inclusive and engaging reading experience that supports every child, regardless of their starting point, to become fluent and independent readers.

Our aim is to create readers who are not only able to decode words, but also comprehend and critically engage with texts. We focus on building essential skills such as phonics, vocabulary development, fluency and comprehension, while also nurturing pupils' imagination and curiosity through exposure to a wide variety of genres and texts.

For pupils with Special Educational Needs and Disabilities (SEND) and English as an Additional Language (EAL), we provide tailored support to ensure that each child can access the curriculum and progress in their reading journey. Through regular, targeted interventions and a range of resources, we ensure that all pupils are supported in developing a love of reading that will serve them throughout their lives.

By the time pupils leave Newfield Primary School, most will be confident, critical readers who are eager to explore new ideas, perspectives, and worlds through books.

Implementation in Reading

Reading is taught in a variety of ways at Newfield, so that all children have access to a curriculum that meets their needs. These include structured programmes and reading approaches that help 'build the field' of language and immerse children in rich vocabulary.

Phonics

At Newfield, phonics is taught through the Read Write Inc programme. Pupils progress through 3 sets of sounds, allowing them to learn the essential 'building blocks' of words to help them decode and read with greater fluency. The programme is delivered to pupils in Nursery (summer term), Reception, Year 1, Year 2 and some pupils in KS2 who are still developing their phonological knowledge. In some cases, pupils who have arrived at the school and are new to English in KS2 are also placed into Read, Write Inc groups to help build their sound and word knowledge.

Organisation of phonics

1. In Nursery, phonics begins with developing pupils' speaking and listening skills. They are encouraged to identify environmental sounds as well as different rhythms and rhymes in preparation for Read Write Inc phonics sessions in the summer term where they begin to learn Set 1 letter sounds.

2. In Reception, daily Read, Write Inc lessons include speed sounds lessons, followed by targeted group work according to pupils' phonic knowledge. They are initially supported with blending using magnetic letters and cards, before advancing to independent blending of whole words. Short catch-up sessions take place across the day in small groups or 1:1 for those who have been targeted for further consolidation of sound and word knowledge. By the end of Reception, most pupils are able to read simple words and apply their knowledge to read simple decodable phonics books.
3. For pupils in KS1, and those in KS2 that are on the programme, Read, Write Inc is taught four days a week from Monday to Thursday. During these sessions, children learn and practise new sounds, read words that cannot be decoded (red words) and apply this knowledge when reading decodable books. The same decodable Read Write Inc book is read across the week, and taken into class for fluency practice for the following week. The same book and associated home reading book is also taken home every week to consolidate learning. For pupils in KS1 who may require additional support, they receive 1:1 Read, Write Inc tutoring from an experienced practitioner 2-3 times a week to close the gaps and accelerate progress. Children continue on the Read, Write Inc programme until they have completed the grey Read Write Inc stage. For most children in Year 2, this is at the end of the Spring term. Once children are secure in their sounds and are reading fluently, they progress to RWI comprehension lessons.

Staff who deliver the programme receive regular training from the school's Read Write Inc consultant alongside support from the English Hub. This has equipped staff with the necessary knowledge and skills to deliver high quality phonics to the pupils. The English Leader, Read Write Inc teachers and teaching assistants are clear on half termly progress expectations. They use their professional judgement and formative assessment strategies to identify any gaps in children's phonetic knowledge and fill them swiftly so that children make good progress.

Summative assessments take place every half term and pupils are placed into groups alongside those with a similar phonic knowledge. Occasionally, children move between groups within a half term if this has been discussed and agreed with the Reading Lead.

Destination Reader

From Year 2 Summer 2 onwards, the majority of pupils take part in Destination Reader sessions, which is designed to teach a range of strategies to aid comprehension and encourage the teaching of reading for meaning and to support reading for pleasure. The approach involves whole class modelling of reading and children applying these skills through partner work and independent reading. Some pupils in KS2 will still access Read, Write Inc to support their phonic development further and prepare them for Destination Reader lessons.

The Destination Reader approach ensures all classes are exposed to a wide variety of high-quality texts across a range of genres. Often, the reading is based on the class core text, but can sometimes include extracts from non-fiction texts.

Seven reading strategies are taught explicitly:

- Predicting
- Inferring
- Asking Questions
- Evaluating
- Clarifying
- Making Connections
- Summarising

The format of Destination Reader consists of three days of whole class focus on one strategy with short comprehension tasks (selfies), and one day focusing on a seen or unseen comprehension, whereby pupils work more independently to answer a range of questions. Throughout these carefully planned lessons, all children have access to the same text, vocabulary, and discussion, and are given the opportunity to work alongside their peers to enhance their reading skills further. Quality talk is central to Destination Reader.

Core texts

At Newfield, reading is at the heart of everything we do. We want our children to develop a love of reading and be passionate about the books they read. This starts in our Early Years Foundation Stage where stories are at the centre of the English curriculum; these inform the teaching and learning across all seven areas of development. Additionally, some pupils in the Early Years receive further support in developing their communication and language skills through the Early Talk Boost and NELI programmes which is designed to improve children's language and early literacy skills.

Across the school, we have adopted some of the approaches from the CLPE Power of Reading scheme to shape our English curriculum. These texts have been carefully selected to immerse the children in a range of challenging and diverse texts that cover a range of plots and settings.

Daily Supported Reading

Pupils in KS1 have access to Daily Supported Reading (DSR) sessions four times a week, which enable them to become fluent, motivated and independent readers. The programme is used to complement Read, Write Inc and to support pupils in reading whole stories, engage with new ideas and access information with increasing autonomy.

ERIC-Everyone reading in class

Once pupils have completed the Read Write Inc programme, they move on to colour banded books. This ensures children are reading a book with an appropriate level of challenge and ensures children continue to improve their reading skills, as well as their fluency. Children who are not yet 'free readers' will work through the school reading scheme (Oxford Reading Scheme). By the end of Y6, children are expected to be on the Oxford Reading dark red book band or be 'free readers' and choose their own reading books from the wide selection of books we have to offer in the school or class libraries to develop their reading for pleasure. This can also apply in some cases to pupils who are not yet in Year 6.

ERIC sessions take place three times a week in KS2 for 25 minutes, where pupils have opportunities to silently read banded books or their chosen book of interest. During these sessions, the class teacher and/or teaching assistant will listen to individual children read their banded book and use formative assessment strategies to check their understanding. Banded books are changed regularly according to the children's changing reading levels, and books of interest are changed every week during library sessions.

Reading at home

As a school, we promote reading for pleasure and aim to inspire a lifelong love of reading. All children, from Reception to Year 6, have a Reading Record book to take home to record their reading progress every day. In all key stages, reading records are checked weekly by the class teacher or teaching assistant.

We maintain high expectations that all children should be reading for at least twenty minutes every day at home. Parents are expected to write comments in their child's reading record to show that they are reading daily and as a way of communicating.

We strongly encourage parents to help children understand what they are reading by asking them questions about their book before, during and after reading.

Story time

We recognise the importance of children being 'read to' and having the opportunity to be able to sit and listen to a 'storyteller'. Each class has story time built into their day three to four times a week. Teachers and teaching assistants share stories, poems and non-fiction texts with the children and use this opportunity to showcase their passion for books and read some of their favourite novels.

In EYFS, children may be read a number of books throughout the day, either in whole class, small groups or 1:1. In these sessions, children listen to and discuss a wide range of poems, stories and non-fiction books at a level beyond that at which they can read independently.

Whole School Reading Events

At Newfield, we celebrate reading events across the year, including National Storytelling Week and World Book Day. During these weeks, we run a range of activities including special assemblies, DEAR sessions (Drop Everything and Read), teacher class swaps to read stories to other classes and parents reading their favourite stories to their child's class. We also run an annual book fair with Scholastic, where pupils can purchase the latest titles. Rewards points from the book fair are spent on supplementing books for the library.

Library and Classroom libraries

All classes have a timetabled school library slot every week, where pupils can explore the collection on offer and borrow books to take into class or to read at home. Teachers also borrow books from the library to share with the class or to populate their class libraries. Each classroom has a clearly labelled and tidy class library, which contain a range of high-quality texts and novels as well as topic focus texts to support reading in the wider curriculum.

Marking and Feedback

Marking and feedback is often completed, where possible, within the lesson. All marking and feedback is given in line with our marking and feedback policy. During Read Write Inc and Destination Reader sessions, WALTs are highlighted, work is marked and pupils have opportunities to respond to feedback using purple pen.

Assessment

Formative assessment of reading occurs regularly through marking of written responses, teacher questioning, observations and listening to pupils read. Summative assessments are carried out termly.

Summative assessments

- Pupils in the Read Write Inc programme are assessed half-termly using the assessment tool on the online portal. Groups are amended half-termly (and sometimes within half terms)
- Summative tests (Test Base reading papers) are used to support teacher assessment for pupils in Years 3-6. These take place in December, March and June.
- Pupils in Year 2 complete past KS1 SATs papers in March, as well as the optional papers in June.
- Pupils in Year 6 practise completing past KS2 papers in October, December, February and April before sitting the SATS in May.
- EYFS, KS1 pupils and some pupils in KS2 will also be assessed using the Oxford Reading Criterion Scale.
- Teacher assessments for Reading is entered into Sonar Tracker in December, March and June. Teachers will use their professional judgement from formative and summative

assessments to determine whether a child is working within age-related expectations, above or below.

Intended Impact

- All pupils will make at least good progress from their starting points.
- All pupils will be able to read with accuracy, fluency and confidence, ready to access the secondary school curriculum.
- Pupils demonstrate strong understanding of texts, including the ability to infer, predict, summarise and critically evaluate.
- Pupils have started their journey with the foundations to continue to develop a life-long love of books and reading for pleasure.
- Pupils will display enjoyment of reading across a range of genres.
- Pupils will produce high quality written responses in reading lessons.
- Pupils will become more fluent in spoken English and begin to use more sophisticated vocabulary.
- Pupils will have a wide vocabulary that they use within their oral and written responses. At the end of year 6, pupils' reading should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English.
- The % of pupils working at age-related expectations within each year group will be closer to/or at least in line with national averages.
- The % of pupils working at greater depth within each year group will be closer to /at least in line with national averages.
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)