

Curriculum Statement for Reading

INTENT - What do we aspire for our children?

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, 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. All the skills of language are essential to participating fully as a member of society.

The National Curriculum, updated 2021

Making sure that children become engaged with reading from the beginning is one of the most important ways to make a difference to their life chances, whatever their socio-economic background. Children need to learn to read as fluently as possible and be motivated to continue reading. Reading offers important emotional benefits, enabling children to talk about their feelings. To the individual it matters emotionally, culturally and educationally; because of the economic impacts within society, it matters to everyone.

The Reading Framework, 2021

“Reading for pleasure is the single most important indicator of a child’s future success.” OECD, 2002

Our Rationale for Phonics and Reading

At Hotwells, we follow the [National Curriculum for English](#) and, alongside this, we aim to ensure that all pupils:

- Become secure early-readers in EYFS and Key Stage 1, who are skilled at word reading and speedy in decoding and recognition of familiar words.
- Become accomplished readers who read with accuracy, fluency and prosody.
- Become independent, enthusiastic and reflective readers.
- Become effective readers through equipping them with the strategies they need to unlock texts.
- Become thoughtful readers who respond effectively to what they read.
- Nurture the habit of reading widely and daily, for both pleasure and information, across fiction and non-fiction, across our curriculum and beyond.
- Nurture a love of literature through extensive reading for pleasure.
- Acquire an extensive and rich vocabulary to help them understand and express more.

- Develop good comprehension which draws from knowledge of vocabulary, grammar and the world.
- Use discussion to learn; to be able to elaborate and explain clearly their understanding and ideas.
- Develop good comprehension through reading and discussing a range of high quality stories, poems and non-fiction and engage in high-quality discussions with the teacher.
- Foster a lifelong appreciation and love of reading.
- Gain and deepen knowledge across the curriculum: to know more and remember more.
- Read fluently and for pleasure by the end of Year 6 with the confidence and comprehension skills required to access secondary education.

Our Aims for Reading at Hotwells:

At Hotwells, our overarching aims are:

We are Ambitious:

- Reading knowledge is developed through an aspirational curriculum which is made accessible to all pupils.
- Our carefully-structured curriculum ensures all children know more and remember more.
- Developing our children's reading ability ensures they succeed and achieve across the curriculum and beyond.
- We want to give our children a knowledge of books which will engender a love of reading.

We are Creative:

- Our social class libraries are a place for sharing ideas, thoughts and feelings.
- Our children are enticed and engaged as readers with texts that tempt.
- Our curriculum helps develop imaginations and unlock a lifelong world of discovery and enjoyment in reading.
- Our school's reading culture reflects our love of reading.

We are Local and Global Citizens:

- Our curriculum coverage is diverse and reflects the global-citizen mindset we wish for our children.
- Children are exposed to stories from other cultures and to texts that reflect our diverse world.
- Class libraries reflect the cultural diversity of our school and Bristol communities.
- Reading enables our children to explore, connect, discover and travel.
- Reading helps our children deepen their knowledge of themselves and the world they live in.

What will our children learn at Hotwells?

Programmes:

We follow the EYFS Statutory Framework for Literacy and the National Curriculum for Reading in Key Stages 1 and 2.

Phonics:

We use 'Unlocking Letters and Sounds' to systematically teach synthetic phonics. Children initially learn letter sounds through grapheme-phoneme correspondence and are then taught to blend these sounds to read whole words. This teaches children to decode words through segmenting and blending sounds. Phonics begins in the EYFS and continues into Year 2. Children read phonetically decodable books which closely link to the taught phases before they move to books containing high frequency keywords. [Click here](#) to see 'Unlocking Letters and Sounds' progression.

These books enable them to:

- Apply the knowledge they acquire in phonics lessons in a meaningful context and experience early success in reading.
- Closely to the stage of phonics being taught in class and are practised regularly in school and at home.
- Are used until children are competent at Phase 5 phonics.

Levelled Readers:

Children move on to book-banded reading books when they no longer need fully decodable texts and by Year 4, we aim for all children to be accomplished readers choosing from a wide selection of books from the class and key stage libraries. We ensure that these are appropriate for age and ability.

Fluency:

When children are able to decode effectively, we focus on fluency: reading at a conversational level, with appropriate pace and intonation and few errors. Fluency is not an end in itself but a gateway to comprehension. Fluent reading frees cognitive resources to process the meaning of what is read. We aim for all of our pupils to be fluent readers at the end of Key Stage One.

Support:

We have a rigorous assessment cycle which includes phonics tracking and benchmarking. We understand that reading is key to unlocking the wider curriculum and provide additional support that is informed by the latest assessment information. In all year groups, the lowest 20% readers are identified and reviewed regularly. We aim for a 'keep up' not 'catch up' approach through ongoing assessment during lessons and

subsequent same-day interventions if needed, to ensure any gaps in knowledge are quickly filled. If children do fall behind, we use targeted support to help promote rapid progress including:

- Additional 1:1 reading sessions.
- Pre-teaching.
- Precision teaching followed by spaced-retrieval.
- Additional phonics sessions with a specific sound focus.
- The 'Nessy' programme for Spelling.

CUSP Reading:

We follow the CUSP Reading Curriculum from Years 1 to 6. It is built on an array of current research and evidence on: fluency instruction, explicit strategy instruction, explicit vocabulary instruction, ambitious texts and building schema. CUSP Reading is deliberately designed to be ambitious and aspirational and aims to ensure that every child leaves our school as a competent, confident reader. The clear structure and principles ensure that teaching is progressive, challenging and engaging.

Diversity:

The core purpose of our literature spine is to expose pupils to a range of high-quality literature that gives every child a mirror in which to see themselves and offers a window to children to see a world beyond their own. This has also been reflected within the supporting texts and the thematic mapping is designed to communicate where specific moral, social and ethical issues are indicated or addressed. You can view our Literature Spine by [clicking here](#).

Our aim is for class reading corners to reflect the diversity of the classroom because every child should be able to see themselves represented.

IMPLEMENTATION - How will we deliver the curriculum?

We follow the Unlocking Letters and Sounds programme. Each session includes the following five elements:

- Revisit
- Teach
- Practise
- Apply
- Revise (address misconceptions)

Phonics is taught daily in both Reception and Year 1. Children in Year 2 will also take part in phonics lessons at the beginning of the school year until they are able to decode successfully. Children in Reception and Year 1 will also take part in a reading session once a week. They will take home a decodable book which is closely matched to their ability as well as a book to read for pleasure.

From Years 1-6, children follow the CUSP programme for reading. This takes place as a daily reading lesson.

What will Reading look like in EYFS?

We actively promote the importance of reading through stories, songs and poems in a variety of different contexts and for different purposes, using a wide range of media. We ensure that children are exposed to a range of quality texts that promote interest and a love of stories and reading. This is done through adult led learning and some opportunities in continuous provision.

Early reading is developed using a balanced approach that focuses on both language comprehension and decoding and include the following activities:

- Daily storytelling and shared reading activities are used to develop language comprehension skills.
- Singing and rhyming activities are used to develop phonological awareness, supporting the children to hear and manipulate smaller units of sound.
- Children progress to being able to spot and suggest rhymes, count or clap the number of syllables in a word and recognise words with the same initial sounds.

What will Reading look like in Key Stage 1 and Key Stage 2?

Key Stage 1 – Structure:

- Children in Years 1 and 2 receive high quality daily phonics teaching (30 minutes).
- In addition, they receive explicit reading lessons following a 5 day model over 2 weeks (45 minute sessions) including both whole class reading lessons and guided reading sessions.
- Explicit reading fluency and prosody training is built into the structure.
- Explicit vocabulary instruction underpins each session.
- Children will be exposed to challenging texts above their level of decoding ability
- Lessons act as a very structured story time where pupils can be fully immersed in demanding text above their level of independent decoding but with high quality strategy instruction.

Key Stage 2 – Structure:

- Children in Years 3 - 6 receive a daily explicit reading lesson (between 30 and 40 minutes).
- On a Monday, Thursday and Friday the lesson is structured around a core text.
- On a Tuesday and Wednesday the lesson is set around bespoke extracts that link to the core text.
- Explicit reading fluency and prosody training is built into the structure.
- Explicit vocabulary instruction underpins each session.
- In the first week there is a focus on retrieval skills.
- In the second week there is a focus on inference skills.
- Other reading skills are taught proportionally over the units.
- A range of supplementary extracts are used to build and widen knowledge. [Click here](#) to see an example of how these texts are used, alongside the core text, to support learning.

Lesson design:

Each lesson in Year 1-6 will follow the structure below:

	Explicit vocabulary instruction	Explicit fluency instruction	Direct strategy instruction
Why	<i>Provide children with the meaning of words (not expecting pupils to guess the meaning) beyond definition including the receptive stage (what pupils understand) and expressive stage (how pupils use the language)</i>	<i>Opportunity to develop pupils reading fluency in every lesson (teaching how to read supports the development of the understanding of what we read)</i>	<i>Lessons follow the same structure so that pupils become familiar with the lesson design and can then focus on the taught content.</i>
What	Multi-faceted approach to explicit vocabulary instruction	Prosody instruction	Explicit instruction of reading strategies (exemplified in planning and pupil task strips)
Strategies	Stages that are focused on over time (not in one section of the lesson) Decode Define Apply Connect Analyse	Echo reading Read long Read aloud Paired reading Text marking Repeated Reading Pre-reading Performance reading	Explain (core concept) Example (my turn) Attempt (our turn) Apply (your turn) Challenge (go deeper)

Reading Environments and Entitlement:

We foster a love of reading through events such as celebrating World Book Day, a visiting Book Fair and author visits. We have a library that is well stocked with literature that the children can borrow from weekly. There are weekly opportunities for younger and older children to read together in the library. Pupils will receive a daily diet of excellent reading teaching and this will be supplemented by regular opportunities to engage with shared reading experiences, promoting the joy of reading with the whole school community.

Class Libraries:

In EYFS, Class Libraries contain a mix of fiction and non-fiction books. These books may be ones which have been shared with the whole class at storytime, linked to current topics or class favourites.

In Key Stages 1 and 2, Class Libraries are well-stocked with a wide selection of fiction and non-fiction books and poetry. They include present topic books as well as past topic books, to enable children to connect with previous learning.

Home Reading:

We understand that learning to read is a shared journey between school and home. Expectations for reading at home have been communicated to parents through letters and as part of a Reading Workshop. They are as follows:

EYFS, KS1, Year 3 (and Key Stage 2 children reading phonics books):

- Children read at home and school daily.
- Children's books are changed on Wednesdays.
- They take home two decodable books, chosen by the class teacher.
- They take home one 'Share Book', from the KS1 library, chosen by the class teacher.
- Parents write a comment for each book.
- Reading Records are checked by the class teacher and a brief comment written.

Years 4-6 (see above for children reading phonics books):

- Children read at home and school daily.
- Children's books are changed as needed.
- They make well-informed choices, helped by the class teacher if necessary.
- Children write a comment for each book in their Reading Record.
- Parents sign or write a comment in the Reading Record weekly.
- Reading Records are checked by the class teacher and either signed or a brief comment written.

Daily Read Aloud:

All classes have a timetabled read aloud story time session at the end of each day. Teachers read carefully selected books to the class and model reading for pleasure. Teachers talk explicitly about their reading preferences, linked books and author choices. They aim to create a reading 'buzz' in their classroom: inform, create interest, and show they are readers because the 'the will influences the skill' (OECD, 2002).

Reading Across The Curriculum:

Opportunities for children to read within a subject specific discipline is supported by our use of Curriculum Visions. The children and teachers have access to online texts that are matched to the content of the units of learning. Children are then given consistent chances to read as a historian or as a scientist, for example.

IMPACT - How do we know our curriculum is effective?

Pupil Voice:

We understand that pupils are the best way to show how effective our curriculum is. Pupil voice will demonstrate that pupils can:

- Articulate their learning journey as a reader
- Talk about what they are reading and why
- Articulate strategies for decoding and comprehension
- A love of reading and how their school values reading

High Quality Outcomes:

We will monitor our curriculum through reading book studies and discussions with pupils. These will:

- Demonstrate pride and effort.
- Capture an increasing understanding of reading specific concepts and knowledge.

Statutory Assessment Data:

The Statutory Assessment Data listed below can used to demonstrate progress and attainment:

Early Learning Goals and profile

- Year 1 Phonics Check.
- End of Key Stage 1 Statutory Assessments (SATs).
- End of Key Stage 2 Statutory Assessments (SATs).