



Reading Rationale

God's Love in Action

Our children are at the heart of everything we do through **Christian values and relationships**. **Living and learning together** we celebrate the uniqueness and diversity of everyone in our family. We nurture a sense of **self belief, mutual respect and belonging** through Social Emotional Learning and academic excellence. We are dedicated to building the foundations for **happy and successful life-long learning**.

Contents

1. Curriculum Vision
2. National Curriculum
3. Intent
4. Implementation
5. Impact and assessment
6. Staff CPD

1. Curriculum Vision

Literacy is fundamental, not only to our personal and social development, but also to our ability to understand, evaluate, dissect, and disseminate knowledge and, consequently, to our ability to function effectively in society. Therefore, at St Thomas we believe our children should be given every opportunity possible to develop their reading, writing and speaking and listening skills that they may cultivate the tools necessary for a happy and successful life.

We are committed to ensuring that our children:

- have the necessary tools to access the curriculum.
- can transfer knowledge, ideas, and skills between subject areas.
- recognise the importance of and enjoy reading for pleasure.
- recognise the value of writing and communicating effectively.
- can continue their literacy development beyond their primary school career.

2. National Curriculum

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be

emphasised in the early teaching of reading to beginners (i.e., unskilled readers) when they start school. Good comprehension draws from linguistic knowledge (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 a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils can read fluently, and with confidence, in any subject in their forthcoming secondary education.

3. Intent

Why do learners at St Thomas need to study Reading?

We have constructed a curriculum which prepares the children of St Thomas academically, emotionally, socially, and spiritually to be active and successful participants of British and Global society. Our sequential knowledge curriculum begins in EYFS, so that students can successfully access a broad and balanced curriculum throughout their education.

During KS1, focus is placed on phonics using Little Wandle letters and sounds. We ensure all students are reading by the age of six so that they can successfully access a broad and balanced curriculum. Throughout KS2, we seek to carefully develop subject knowledge and build clear sequences in our students' minds, allowing them to begin to think more coherently, critically, and creatively. Reading is the gateway to all other subjects. Reading is often seen as no more than a set of skills, which if taught systematically, will lead to independent readers. However, this is **not** the case. Children need to balance the skills of being a reader with the **will** to read.

4. Implementation

We use as many opportunities as possible to promote the love of reading, such as:

Children being read to daily by an adult. This will mainly be within lessons, through use of high-quality class fiction texts but also includes non-fiction, poetry, and other wider-reading sources throughout the day. Children are also read a class novel either in the morning or end of the school day.

Children being actively involved in choosing books from the reading corner. Within each classroom, teachers create a reading corner, which children can free read from throughout the week. The reading corners have books that are language rich and diverse, carefully selected by the English lead. We refresh these reading corners as much as possible and speak to children about books they are interested in.

Children being given the opportunity to free read. Children are given daily reading time in which they can bring their own books, select from the reading corner, and read to themselves.

Teachers explicitly teach learners:

- Knowledge of the **alphabetic code** (the letter-sound correspondences)
- The skill of **blending** sounds in order, all through a word to read it
- The skill of **segmenting** words into sounds, all-through a word to spell it
- The skill of **letter formation** leading to handwriting

These key elements are the essence of phonics, but they are heavily interlinked with **vocabulary** knowledge. Further phonics information can be found on the phonics tab from our curriculum page.

Our daily reading sessions, after children are ready to move on from Little Wandle, are structured to build on children's knowledge of language and how to apply various skills to the texts they approach.

Decoding and contextual understanding

Children examine an extract, from the '**read and respond**' whole class texts, looking at new words and vocabulary. They are encouraged to decode and identify words which they may be unfamiliar with; reading around the word for clues to meaning. Teachers explore the background of the extract they are looking at, making links to children's prior knowledge. Extracts are annotated with newly discovered words and their meanings.

Prosody and fluency

Teachers model and explore other linguistic features of the text to demonstrate how these features impact the reader, and why the writer has chosen to use them. Children explore linguistic functions such as intonation, stress, and rhythm to become familiar with the extract they are exploring. Extracts are annotated for meaning and structure of the text.

Guided and shared reading

Through explicit teaching, children are guided through how different question types can be answered using their annotated extract. Teachers use the "I do, we do, you do" approach to gradually release ownership of the task to the child and to build confidence in their approach.

Review and link making

Links are made across texts and different authors, using themes and language conventions, to identify the authorial intent. Children make comments and draw on their knowledge of the extract in order to compare and contrast. They explore structure and order of language to understand the impact the writer is trying to make.

Comprehension

Readers need to be able to use a range of skills to understand what they have read. These skills are taught explicitly through daily whole class sessions and guided reading (including modelling the reading process and close examination of the text) and articulated by the children when discussing what they have understood. The primary skill to become a fluent reader is phonics, however from EYFS onwards children will also be using comprehension skills taught through our '**reading monsters.**'

Our reading monsters are used as a creative and visual tool to teach:

- Retrieval: Identifying and finding information in a text.
- Interpret: Infer and predict using evidence from a text.
- Choice: Understand choice of language and the impact on the reader.
- Explain: Work out the meaning of words, within its context.
- Review: Express understanding of structure within a text and express personal opinions.
- Performance: Using intonation, tone and expression informed by clues in the text.

<p>English</p>	<p>During English, teachers teach units that include all of the reading statements from the national curriculum, mapped progressively. English is delivered using a wide range of teaching strategies and approaches to ensure that children can access and understand texts that are age appropriate as well as more challenging reading material.</p>
<p>Reading</p>	<p>We use read and respond texts to ensure it matches the national curriculum content and sequencing of reading content is maintained throughout each year group.</p> <p><u>Lesson 1:</u> Children are introduced to the extract or chapter of the text they are focusing on that half term. The teacher models reading aloud and children identify unknown words and key language with the teacher’s guidance. Using schema and strategies explicitly taught by the teacher they uncover meanings and context of the language.</p>

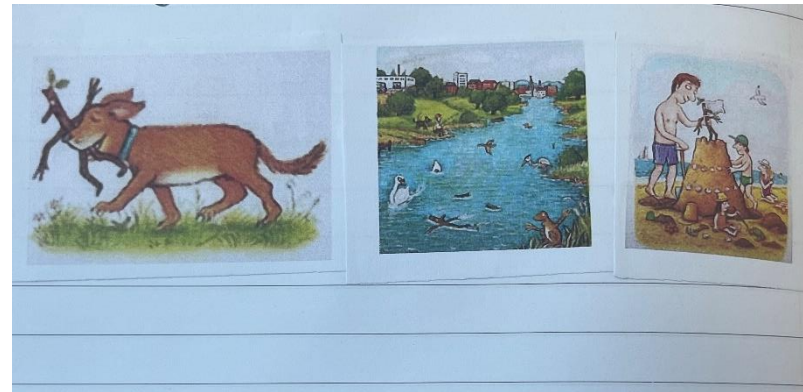
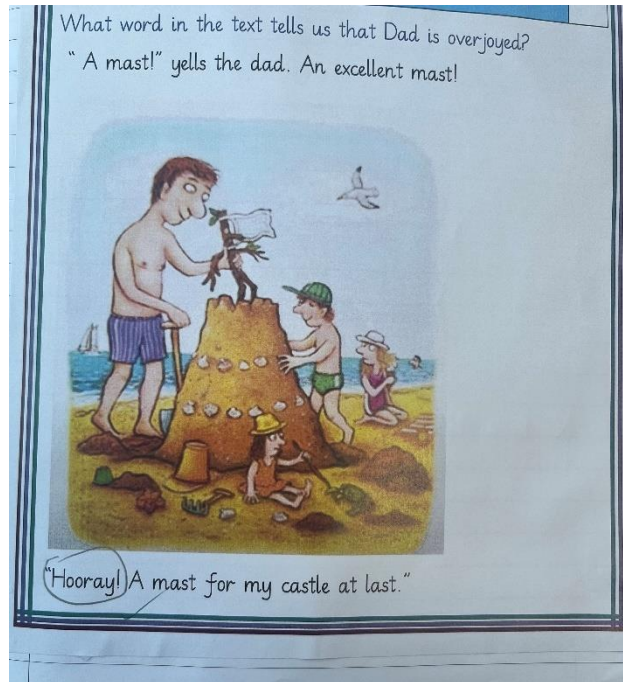
	<p><u>Lesson 2:</u> Prosody. The class teacher demonstrates expressive, fluent reading. As the children close read the text they are guided through using grammar and punctuation to indicate how the text is read. Discussing clues in the text and making decisions on how to read the text. This is practiced as a class, in pairs and independently.</p> <p><u>Lesson 3:</u> The teacher poses some questions for the class to discuss, based on the text from the previous lesson. This is also an opportunity for the teacher to model how to give written answers to comprehension questions, recognising each of the reading skills involved. Following this, the children are given further questions to answer in groups, pairs or independently.</p> <p><u>Lesson 4:</u> Review and revisit. The children explore themes, patterns and the structure of the text. Comparing different writer's styles, character development and the layout/structure chosen by the author.</p> <p><u>Lesson 5:</u> Using a new text, which is matched to the child's reading ability, the children complete a set of written comprehension questions independently. The answers to these should be explored once the children have completed their answers.</p>
<p>Independent Reading</p>	<p>The children choose what they read and how they read during these sessions (e.g. home reading book, free choice book, a book from a selection of books chosen by the teacher.) During this time, the teacher assesses the children by listening to and questioning their reading 1:1.</p>
<p>Across the curriculum</p>	<p>Teachers find regular opportunities for the children to apply the skills they are learning in English, including reading skills, in other subject areas using text books, graphic organisers, reports and interviews.</p>

Home reading	Children need to read independently every day to build reading fluency so home reading books are matched to the children's reading level so that they can build their reading stamina without decoding being a barrier. We assess children's fluency in KS2 using the Collins Fluency assessments , which match our Big Cat Collins books . Children in KS1 take home a decodable book (that they can read aloud) and a language rich book to be read to by an adult.
---------------------	--

5. Impact and assessment

Children have the tools to be confident, independent, and resilient learners – through exposing children to a variety of challenging, age-appropriate texts, and children will be challenged through enquiry-led questioning, as well as challenging their own thinking. By being exposed to a wide range of authors, genres and topics, children will have the experience and courage to tackle the unfamiliar, and through the targeted planning of learning journeys and deliberate links to the children's wider learning, children will develop the skills to make their own links. By providing children with decodable texts and challenging (whilst guiding them) through texts which are more demanding, children will develop a transferable level of resilience. We assess children using NFER testing materials every term and use the fluency assessments for Collins to measure fluency and accuracy in order to align children with the correct reading materials.

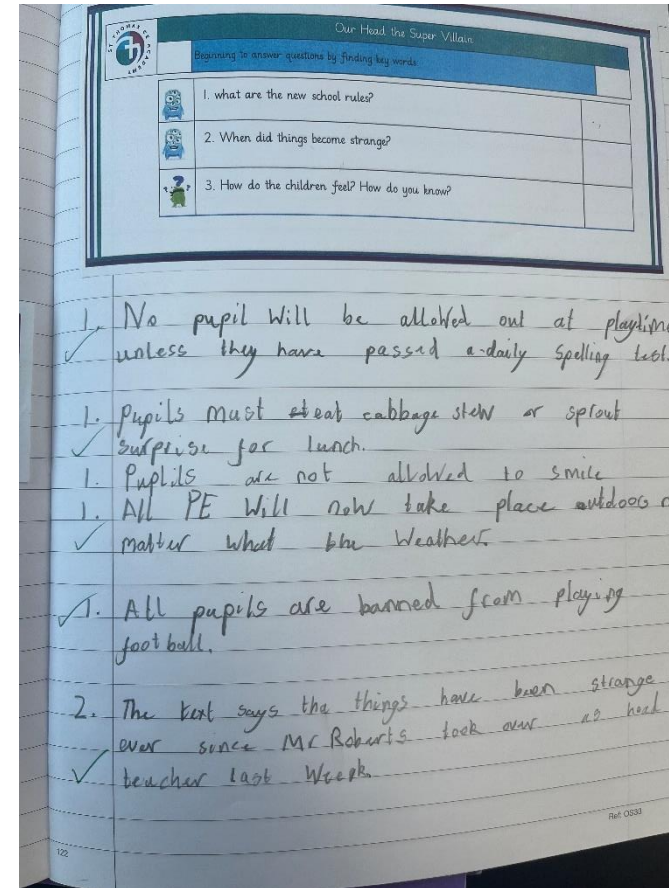
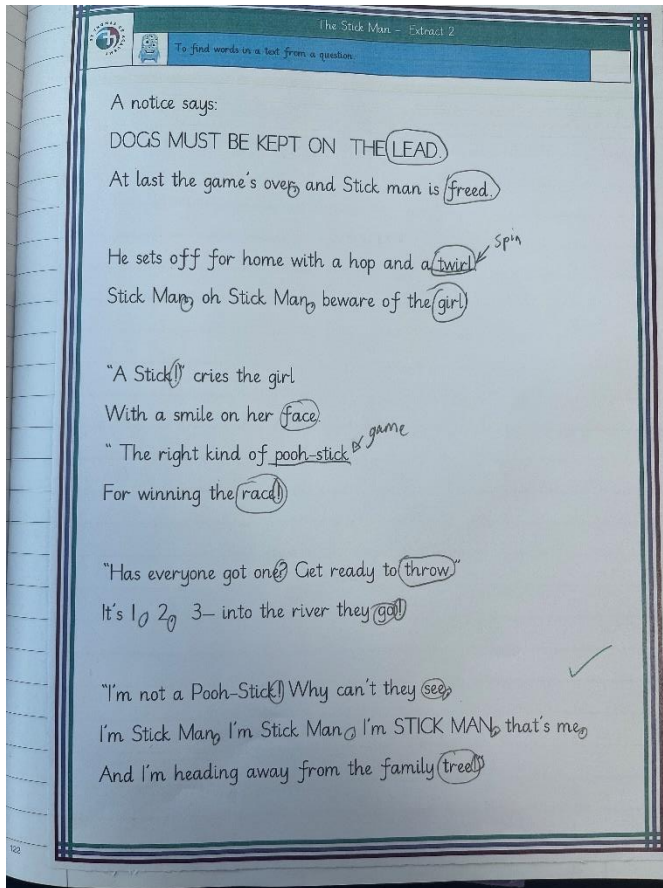
Year 1:



Year 1 expectation: Find words in a text that tell us how a character feels.

Year 1 expectation: Sequence a part of the story in the correct order.

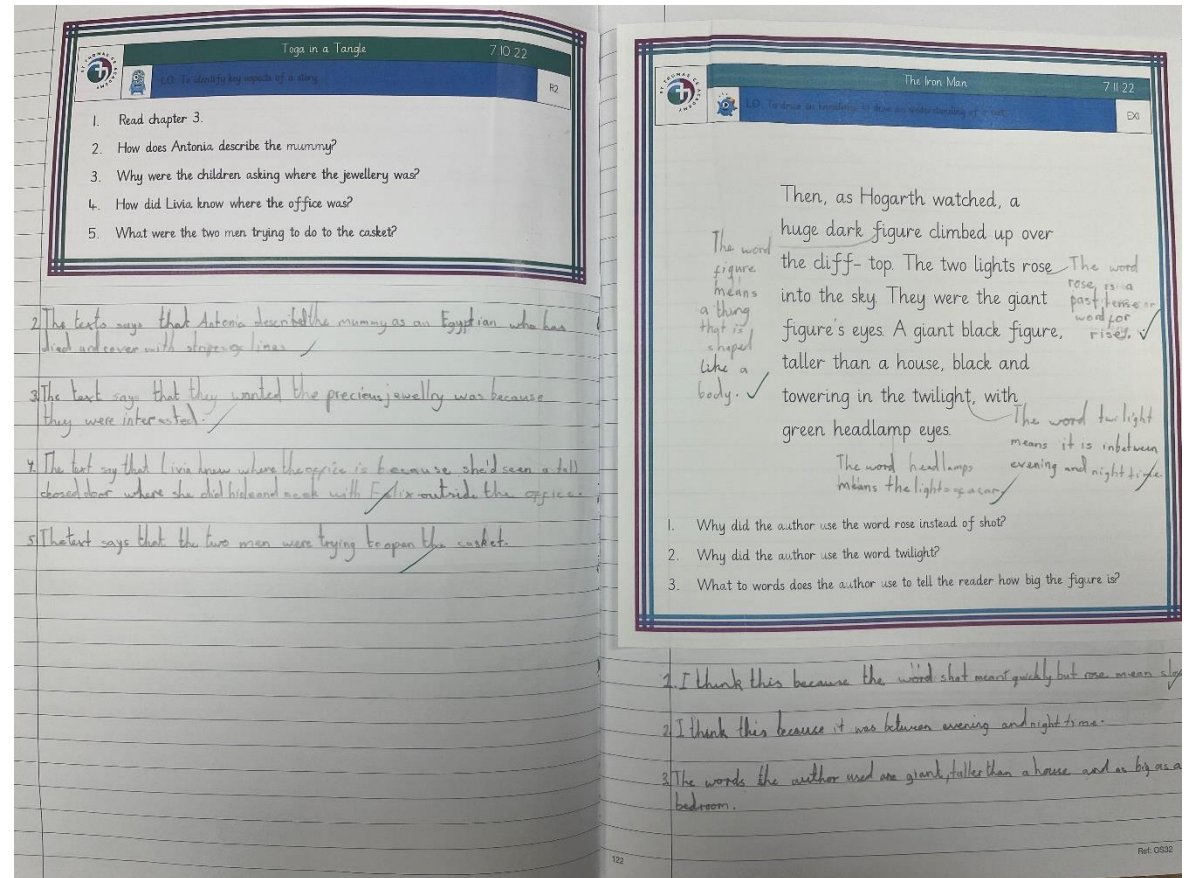
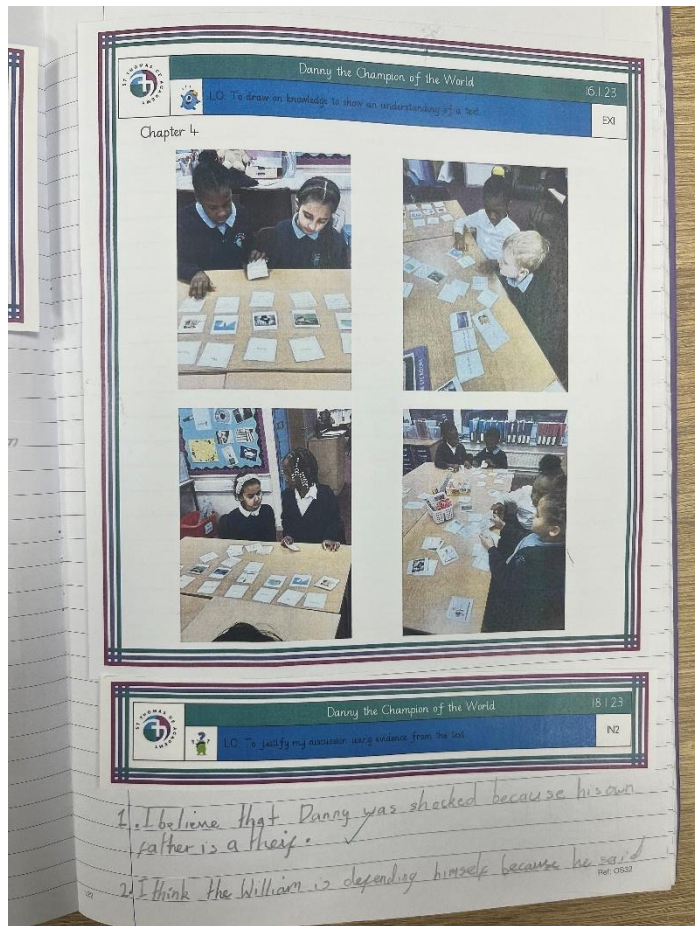
Year 2:



Year 2 expectation: To find new words from a question.

Year 2 expectation: Beginning to answer questions using key words.

Year 3:



Year 3 expectation: To draw on previous knowledge to order the text.

Year 3 expectation: To identify key language and annotate meaning in the text.

Year 4:

Hetty Feather
 Can talk about the differences between the main characters and what they do.

I heard him getting cross, then crying... then screaming I sat up, my heart thudding. I ran to him. Mother had him half dressed in his best Sunday clothes, but he was kicking hard with his good leg and pummelling with is arms. All the while he screamed, -No, Mother, No, I won't, I won't, I won't go!

Thudding - heart beating really hard and really fast.
 pummelling - swinging your arms.

Dictionary definition:
 thudding - make the dull sound of a heavy knock or fall.
 pummelling - Reapon hitting something.

Diagrams for character analysis:
 - **Jem**: stepping down, polite, not defending, kind, friendly, playful.
 - **Saul**: vain, kind, impish, central of attention.
 - **Hetty**: sad, jealous, mean, rude, scared.
 - **Mother**: useful, mysterious, caring, heart broken, kind, sad, melancholy, calm.

Hetty Feather
 Can talk about why a character might be thinking or feeling by looking at what they're saying.

She didn't want to give me away. She loved me with all her heart. I know I was a poor, puny little thing, hardly weighing so much as a twist of sugar. I'm sure my mother nursed me night and day, trying her hardest to build me up and make me strong. If I close my eyes now and hunch up small, I can almost feel her arms around me, hear her humming a lullaby, smell her sweet perfume, clasp her white hand with my tiny fingers. I cannot focus properly, but if I try really hard I can see her pale face, the tears in her own blue eyes.

Everyone says you can't remember back to babyhood. I've asked the nurses and the teachers and they all the same. Even Jem insisted this is true, and he is the wisest boy ever. However, I'm absolutely certain I pleaded they are all wrong on this point. I can remember.

Diagrams for text analysis:
 - **Skinnny and weak** (next to "puny little thing")
 - **crowd up tightly** (next to "hunch up small")
 - **a song** (next to "humming a lullaby")
 - **light** (next to "pale face")

Questions and answers:
 1) Do you think Hetty ~~love~~ loves her mother, why?
 Yes, because in the text it says "she loved me with all her heart" so Hetty should love her back.
 2) What do you think happened to Hetty from this extract?
 I think Hetty is in an ~~orphanage~~ orphanage because her mother couldn't afford to take care of herself and a baby.
 3) Do you think Hetty is sad?
 Yes, because she misses her mum and in the text it says "I was a ~~poor~~ puny little thing" so she might feel bad about herself.
 Friday 6th January 2023

Dictionary definitions:
 Puny - very small and weak.
 build - to make something by putting parts together.
 insist - to be very firm in saying something or asking someone to do something.
 nurse - to look after someone who is ill or injured.
 plead - to ask for help or mercy.
 plead - to ask for help or mercy.
 plead - to ask for help or mercy.

Year 4 expectation: To talk and identify differences between the main characters and what they do.

Year 4 expectation: Can explain why a character might be thinking or feeling by using the text.

Year 5:

Varjak Paw
The story so far

Match the emotions below to the events that would have caused Varjak to feel the emotion.	NI
Seeing the city for the first time	Excited
The Gentleman entering their home	Scared
Holly letting Varjak stay until the storm passed	Sad
Seeing Elder Paw lying limply on the ground	Happy
Seeing the cars for the first time	Worried
2. Rewrite the above list of emotions using words that are more descriptive of how Varjak has felt in this story so far.	CI

2. Excited = Thrilled
Scared = petrified
Sad = Unhappy
Happy = Joyful
Worried = anxious

Kensuke's Kingdom
Kensuke's Home

Kensuke would spend many hours of every day kneeling at the table and painting. He painted on large shells but ^{much to my disappointment} he never showed me what he had done. ^{Indeed} he rarely seemed pleased with his work ^{for just as soon} as he had finished ^{he would usually wash off what he had done and start again.}

On the far side of the cave mouth was a long work bench and ^{hanging up above it} an array of tools - ^{A range of something} saws, ^{something sharp} hammers, chisels, all sorts. ^{And beyond the work bench were three large wooden chests in which he would frequently rummage} around for a shell ^{perhaps} or a clean sheet. ^{We had clean sheets every night.}

Inside the cave he wore a wraparound dressing gown (a kimono, as I later knew it to be). ^{Perfectly} He kept the cave house immaculately clean, sweeping it down once a day at least. There was a large bowl of water just inside the cave mouth. Every time he came in he would wash his feet and dry them before stepping inside. The floor was entirely covered with mats made of woven rushes. ^{knit} Like our sleeping mats. And everywhere ^{all} around the cave ^{to head height and above} the walls were lined with bamboo. ^{It was simple, but it was a home.} There was no clutter. ^{mess} Everything had its place and its purpose.

Kensuke's Kingdom
Kensuke's Home

Kensuke would spend many hours of every day kneeling at the table and painting. He painted on large shells but, much to my disappointment, he never showed me what he had done. Indeed, he rarely seemed pleased with his work, for just as soon as he had finished, he would usually wash off what he had done and start again. On the far side of the cave mouth was a long work bench and, hanging up above it, an array of tools - saws, hammers, chisels, all sorts. And beyond the work bench were three large wooden chests in which he would frequently rummage around for a shell, perhaps, or a clean sheet. We had clean sheets every night. Inside the cave he wore a wraparound dressing gown (a kimono, as I later knew it to be). He kept the cave house immaculately clean, sweeping it down once a day at least. There was a large bowl of water just inside the cave mouth. Every time he came in he would wash his feet and dry them before stepping inside. The floor was entirely covered with mats made of woven rushes, like our sleeping mats. And everywhere, all around the cave, to head height and above, the walls were lined with bamboo. It was simple, but it was a home. There was no clutter. Everything had its place and its purpose.

1. Discuss with your partner what we know about Kensuke's cave and his behaviour inside of his home. What did we discuss yesterday? What do you think about his behaviour?	RV1
2. We have discussed his behaviour and the things Kensuke owns. His home gives us a good idea of what his life is like on the island. What can you infer about his life based on his home?	IN1

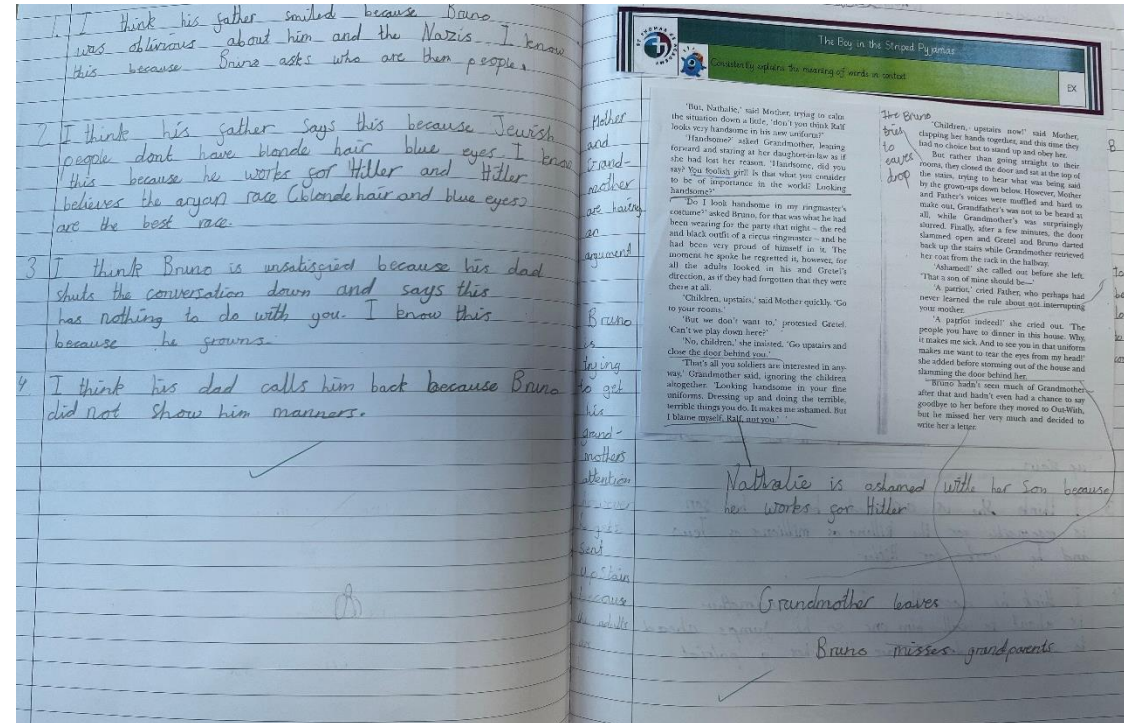
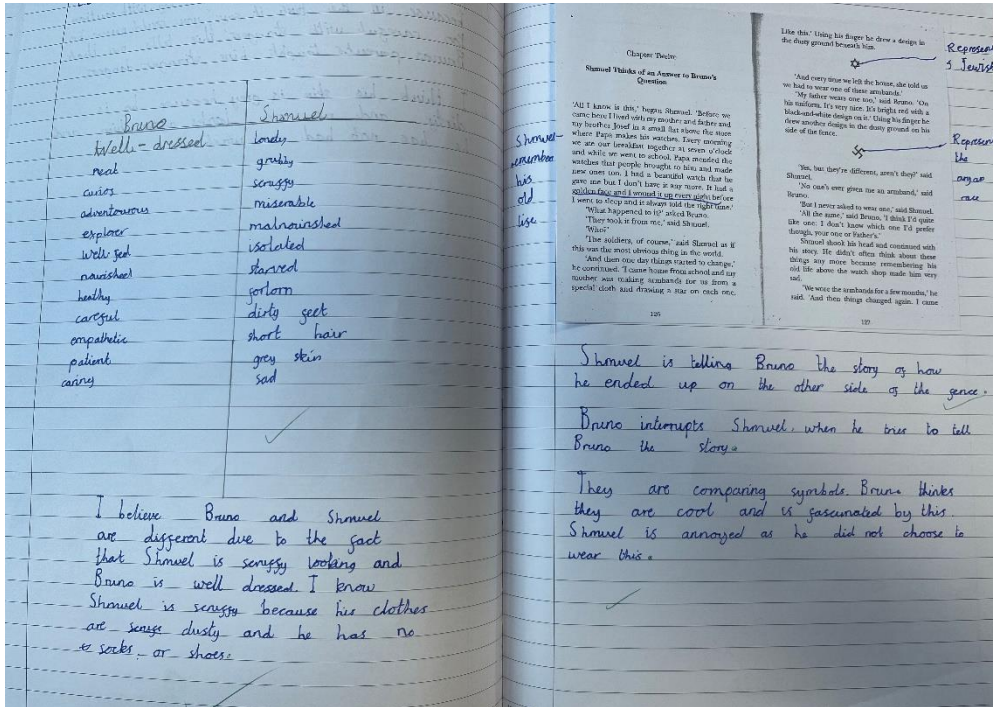
2) Kensuke is a very clean person based on his house and hates mess. And he could be a very experienced person on the island. This could think build his own house because he has his own house.

Year 5 expectation: Match the evidence to words that would show Varjak's emotions.

Year 5 expectation: Annotate for expression and identify new words.

Year 5 expectation: Review what we know about the character's actions and behaviour.

Year 6:



Year 6 expectation: To compare the characters using evidence to justify.
 Year 6 expectation: To make clear inferences justifying with P.E.E and the text.

6. Staff CPD

All teaching staff receive 1:1 instructional coaching, delivered by a trained coach from the senior leadership team. These fortnightly meetings follow a programme based around cognitive load theory and quality first teaching. Staff questionnaires and audits are completed at two points in a year, to signpost subject knowledge support. Subject leaders have a 1:1 session, each half term, with senior leaders, to develop action plans and support for their curriculum area. Teachers also receive 1:1 coaching with either the subject lead or our lead practitioner in planning and delivering a reading unit.

Teachers are provided with:

- Detailed medium term planning.
- Access to resources and planning from Read and Respond.
- High quality texts to match the read and respond guides.
- Rapid catch-up planning, resources, and assessments to aid children who need extra support.
- SEND Little Wandle reading resources and assessments.