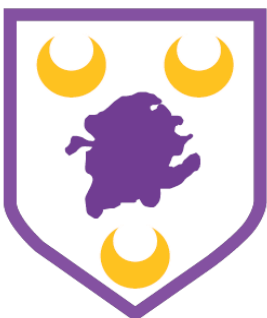


Our Reading Curriculum

Newcomen Primary School



NEWCOMEN

**The more that you read,
the more things you will know.
The more that you learn,
the more places you will go.**

--Dr. Seuss

scientia potentia est

Intent

Reading is at the heart of all that we do at Newcomen Primary School and is an essential skill for lifelong learning. We feel it is imperative that by the end of their primary education, all pupils are able to read maturely, fluently and with confidence in any subject in preparation for their forthcoming secondary education. This is achieved by a rigorous approach to the teaching of reading, which develops this confidence whilst championing and promoting enjoyment in reading. We aim to equip our pupils with the requisite knowledge, skills and wider understanding to be successful, independent and motivated learners who enjoy reading for pleasure and are inspired by a love of books for years to come.



At Newcomen Primary School, reading is given the utmost priority as it allows children access to the whole curriculum and opens doors to learning. We believe that nothing is more important in education than ensuring that every child can read well. Our first priority, the initial teaching of word reading, allows children to decode unfamiliar printed words and develop rapid recognition of familiar printed words, which together underpin the understanding that the letters on the page represent the sounds in spoken

words. We place great emphasis on the teaching of early phonics allowing pupils to word read in a competent, fluent and confident manner. The robust systematic synthetic phonics teaching within school allows pupils to develop phonemic awareness to decode letters into their respective sounds; a skill that is essential for them to read unfamiliar words by themselves.

Word reading is only one dimension of the teaching of reading and we recognise that comprehension is crucial in order to generate enthusiasm for reading and develop readers' contextual understanding. Through our literacy rich curriculum, our pupils are exposed to an extensive and varied selection of fiction, non-fiction texts and poetry, which allows them to gain knowledge of the world in which they live. Comprehension requires pupils to draw on linguistic knowledge and therefore an explicit and consistent approach to the teaching of vocabulary and grammar is embedded throughout the school.

Reading for pleasure is at the very core of our curriculum at Newcomen and all pupils are



encouraged to read widely and frequently. Our belief is that reading for pleasure feeds pupils' imaginations whilst developing a curiosity and understanding for the diverse and ever-changing world around them. By fostering and nurturing a love of books and reading, we can ensure that our children, our most precious asset, read widely and often and choose increasingly challenging books developing a deep appreciation for literature.

It is our intention to instil a lifelong passion for, and love of reading, that will enable children to increase the breadth of their vocabulary and knowledge, further develop an ever-increasing understanding of other cultures and gain greater insight into human nature.



Implementation

At Newcomen Primary School, we follow a clear progressive whole-school reading scheme: the Collins Big Cat scheme is organised into phonic phases and book bands and includes a wide range of fiction, non-fiction and poetry which complements our wider school curriculum.

Reading is at the heart of our curriculum. We take great pride in providing our children with a stimulating 'language rich' environment in which language is explored and celebrated. We ensure we have a wide range of quality texts of different genres displayed in all areas of school. Reading at home is highly embraced as we celebrate home reading in a variety of ways to encourage, motivate and inspire.

New and high level vocabulary (Tier 2) is actively taught throughout school with meanings clearly explained and put into context to ensure deep understanding. Vocabulary books are used throughout KS2 and vocabulary is revisited frequently to ensure it is committed to the long-term memory building on previous knowledge. We investigate the etymology of words and make meaningful links to origins and other languages.

Throughout school, we study quality texts in their entirety and base our English work upon these. The texts chosen are rich in vocabulary and allow children to develop quality-writing skills.

At Newcomen Primary School, we maximise every opportunity to develop reading skills of stamina and fluency across the curriculum in all subjects. We do this in a variety of ways: individual reading, guided reading, whole class shared reading and frequent reading aloud. In Key Stage 1 and 2, children who need additional support, are read with frequently on a 1-1 basis and in small guided reading groups.



Early Reading and Phonics

A language rich provision lies at the heart of our early years with particular attention to the development of language and extending vocabulary. Carefully thought out role-play activities provide many opportunities to develop speaking and listening and interactions through communication.

Through careful observations and reflections, staff quickly identify the different rates at which the children are developing and adjust practice appropriately with carefully planned interventions to allow for progress for all children. Teaching is highly effective, with specialist practitioners modelling new language and planning sequences of lessons, which effectively build on previously learned skills and knowledge.

Reading is given the utmost priority and woven into all aspects of the Early Years curriculum. The systematic teaching of phonics, alongside our well-managed home reading programme, ensures that children commonly write and read well. We follow the DfE accredited systematic synthetic phonics (SSP) scheme, 'Little Wandle,' Letters and Sounds Revised, which complements our whole school reading programme. All staff have been fully trained in the delivery of the SSP scheme Little Wandle Letters and Sounds Revised. Daily sessions of systematic teaching of phonics are consistent, well-structured and pace-appropriate following progression in order; direct teaching is in frequent small cumulative steps to avoid cognitive overload. Four new sounds are taught each week. Staff ensure the books our children read match the sounds they are learning. This enables them to develop phonemic awareness rapidly and embed phonic knowledge into long-term memory from working memory. Practice makes permanent.

Children are provided with decodable reading books to match their phonic phase. They will read the same book three times a week in school to develop decoding skills, prosody and ultimately comprehension skills. The same book is then sent home for the child to share with an adult; this builds upon their secure phonic knowledge which has been learnt in school and allows our children to be successful effortless readers. We want

our children and their parents and carers to enjoy this precious time of reading and sharing a book together.



A book from our Reading for Pleasure List (Read Enjoy And Discover) is also shared at home allowing adult and child access to the magical world of immersion into a favourite book where we know the characters and the plot. We believe books are a unique portable magic. Additionally, the non-fiction section provides opportunity for discussion and developing a wealth of knowledge of the world.

Reading books are celebrated across the setting and children benefit from both independent and group reading activities.

Nursery rhymes play an integral part in children's early reading development. Daily singing of rhymes supports the development of new vocabulary and rhyme and rhythm.

Immediate and robust identification of children, who are at risk of falling behind, ensures focused keep up support interventions are implemented to support the children's developing phonetical awareness and knowledge.

Reading for Pleasure



Our staff read for pleasure and enthusiastically promote this with the children. As a whole school staff team, we speak frequently about reading and reading for pleasure; this forms part of our whole school staff training in briefings, staff meetings and team meetings.

Teachers read aloud to their class on a daily basis and share their love of books; we embrace daily story time as a wonderful shared experience. Alongside our Big Cat Collins reading scheme books, children are encouraged to choose a book from our Reading for Pleasure List (Read Enjoy And

Discover). This is a list of quality age-appropriate books for each year group chosen from a range of recommended sources, which both adults and children have discussed and agreed upon. Staff at Newcomen Primary School have a wide knowledge of contemporary and traditional children's literature.

Books have been chosen for their language rich vocabulary and structure, exciting plots and from a range of cultures. We encourage our children to share these at home with adults. We are very proud of our extensive and inviting library in Learning Area 3 and of our reading for pleasure READ incentive, which further promotes home school reading and engagement.



In addition, we have also invested in a wide range of quality non-fiction books, which are linked to our curriculum and promote reading for knowledge. Our Y5 and Y6 pupils thoroughly enjoy reading The Junior Week magazine that is designed to carefully explain current affairs, science, sports, the arts, nature and technology to 8-14 year olds. This weekly publication explains topical events in a safe and unbiased age-appropriate way, inspiring children to talk about what is happening in the news and get involved with current affairs.

Each classroom/learning area has an inviting Reading Realm in which children Read, Enjoy And Discover. In the feedback from the summary of our Family Questionnaire 2021, our children asked for designated areas in which to read whilst outside at break time and lunchtime; they can now read for pleasure in Caterpillar Corner and our Gazebo of Tranquillity.

Poetry

At Newcomen Primary School, we celebrate the reading and study of the different genres of poetry; this meets the statutory requirements of the national curriculum and follows the guidance The Reading Framework: Teaching the foundations of literacy July 2021.

Through discussion with staff and children, quality age-appropriate poems from a wide range of poetry have been selected and identified to enjoy including rhyming poems, poems where alliteration is explored, traditional songs and rhymes, nonsense rhymes and rhythmical poetry. Each year group has a core set of poems to share, analyse, recite and enjoy. In EYFS, the focus is on Nursery Rhymes and simple seasonal poems.

Key Stage 1

Building on their early reading skills, children in Key Stage 1 are provided with decodable reading books to match their phonic phase. Once children become automatic readers, they progress onto the coloured reading book bands. As in Early Years, they will read the same book three times a week in school to develop decoding skills, prosody and ultimately comprehension skills. The same book is then sent home for the child to share with an adult; this builds upon their secure phonic knowledge, which has been taught in school and allows our children to be successful effortless readers. This success in reading skills builds confidence and helps instil a love of reading. This also consolidates previously learnt sounds and knowledge and supports the development of good reading skills promoting reading fluency.



In Year 2, comprehension focuses on the reinforcement of retrieval skills and making inferences on the basis of what is being said and done. New vocabulary is highlighted, discussed and clarified; the adults model new vocabulary to promote understanding and context. Weekly, discrete comprehension sessions are used to reinforce the above skills. For children in Y2 still requiring phonics, they receive daily keep up sessions alongside the comprehension sessions.

A book from our Reading for Pleasure List (Read Enjoy And Discover) is shared at home allowing adult and child access to the magical world of immersion into a favourite book where we know the characters and the plot. The non-fiction section provides opportunity for discussion and developing a wealth of knowledge of the world.

Key Stage 2

In KS2, reading remains at the heart of our ambitious curriculum. High quality texts are studied and form the basis of our writing.

Quality texts are shared during shared reading sessions and story time. The purpose of these sessions is to continue to motivate and inspire the children's love of reading as well as enhancing vocabulary and comprehension skills and general knowledge.

We have English Knowledge Books, which are effectively used to build on children's vocabulary and non-fiction terminology skills and knowledge. This is reinforced orally on a frequent basis to ensure understanding and commitment to long-term memory. Knowledge Assessment Books are used to assess children's understanding. Within our weekly timetable, time is allocated to teach discrete comprehension skills; this work is based either on the text the children are studying, or from texts of different genres carefully chosen and planned focusing on sequencing, retrieval, inference and deduction. High priority is placed upon developing the comprehension skill of justifying opinions by providing evidence from the text.



Impact

We believe reading is transformational to lives. We aim for our children to have a love of reading which will remain with them throughout their lives. Our intent for our children is to make at least good progress in Reading from their last point of statutory assessment and for our children to use their reading skills as a key tool and life skill in helping them access the wider curriculum knowing more, remembering more and understanding more.

Children only get one chance at school and that is why it has to be the best it can be and nothing less. By the time our children leave Newcomen Primary School, they achieve significantly above the national average figures both at the expected standard and at the higher score; this has been consistent over the last ten years. This gives our children the best start in their secondary school and for their next exciting steps on their educational journey.

% Pupils Achieving GLD

2021 (TA)	82%
2019	80%
2018	77%

% Pupils Achieving Year 1 Phonics Screening Check

2019	93%
2018	89%
2017	92%

Y2 Phonics Screening Check Autumn 2021: 94%

KS2 Reading

SATs/TA	Expected Standard	Higher Score
2021 (TA)	98%	43%
2020 (TA)	97%	64%
2019	98%	65%
2018	98%	32%
2017	94%	42%

