

St. Peter's Catholic Primary School, Gloucester

READING Curriculum IMPLEMENTATION Statement

At St. Peter's Catholic Primary School, the Early Years Foundation Stage (EYFS) Framework and the National Curriculum are used as the fundamental base to design an exciting and inspiring progressive READING curriculum that maps out the knowledge and skills that we want our children to learn and experience in READING.

The EYFS curriculum is the start of every child's journey to becoming a reader. There are seven areas of learning and development within the EYFS curriculum. All are important and inter-connected as they build a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. The key areas of learning that support their journey to becoming a reader include:

Communication and Language.

The development of children's spoken language underpins all seven areas of learning and development, including:

- children's back-and-forth interactions in any form
- the number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment
- staff commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added
- staff building children's language effectively
- reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems
- providing extensive opportunities to use and embed new words in a range of contexts
- conversations, story-telling and role play, where children share their ideas with support and modelling from their teacher
- sensitive questioning that invites children to elaborate
- children becoming comfortable using a rich range of vocabulary and language structures

Personal, Social and Emotional Development:

- support to manage emotions and explore these through reading, understanding characters, role play and life experiences
- developing a positive sense of self including seeing themselves as a reader
- have confidence in their own abilities when reading
- to persist and apply their understanding to phonics and reading

Literacy.

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions:

- language comprehension
- word reading
- talk with children about the world around them and the books (stories and non-fiction) they read with them
- enjoy rhymes, poems and songs together

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- skilled word reading, taught through Little Wandle Letters and Sounds Revised, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words

Understanding the World:

- guiding children to make sense of their physical world and their community
- listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world
- extending their familiarity with words that support understanding across domains
- enriching and widening children's vocabulary will support later reading comprehension

Expressive Arts and Design:

- quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate

By the end of EYFS, children should be able to:

- 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.

From Y1, the children work progressively towards the National Curriculum for READING which aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

Our READING curriculum is designed to:

- revisit and build upon prior learning within READING and to make links across all Readings. Retrieval opportunities, such as low stakes quizzes, are planned in READING and enable our children to recall prior learning and/or to make connections between

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current and prior learning thus embedding knowledge from their working memory to their long term memory.

- develop and enrich every child's cultural capital through access to high quality information, texts, resources and educational trips
- inspire every pupil to have a love for learning in READING

In implementing the curriculum, we ensure that teaching in all subjects incorporates the key principles of high-quality teaching and mastery learning. At St. Peter's we believe teaching approaches that ensure **long-term retention of knowledge, fluency in key skills and confident use of metacognitive strategies are crucial**. These are fundamental to learning and are the 'bread and butter' of effective teaching:

- **cognitive strategies** include reading-specific strategies or memorisation techniques in order to be a successful reader
- **metacognitive strategies** are what we use to monitor or control our cognition

In implementing the Reading curriculum, teachers ensure that every opportunity is taken to remind the children of how 'what' they are learning is linked to our whole school curriculum intent and whole school vision:

At St. Peter's Catholic Primary School, our mission is to share the good news of Jesus Christ with all in our school family so that each child grows in the knowledge that they are formed in the image and likeness of God who calls them to love and be loved, and that they hear and respond to the call to "live wisely, love generously and learn to think deeply." (Pope Francis, Laudato Si, 2016).						
Following in Jesus' footsteps, we live, love and learn together as a school family, to build a better world.						
It is our intention that the St. Peter's Curriculum will:						
Nourish and nurture	Empower our children with the knowledge and skills to:			augment remembering	Develop key attributes	Inspire
	LIVE	LOVE	LEARN			
Talents – curriculum, enrichment and extra-curricular opportunities Faith RE curriculum Disadvantaged incl SEND and PP	Responsible citizens: Local, National International Fund raising Global challenges: Laudato Si & Fratelli Tutti	Inclusion: SEND Disadvantaged Other Cultures and beliefs Gospel message CST – social justice and help those in need	Think deeply: mastery and enquiry questions Successful learners: lifelong learners Aspirations Growth mindset RP Confident individuals: Self-regulation & Metacognitive strategies Role models	Retrieval Spiral curriculum – golden threads	Independence Resilience Perseverance Team players Effective communication skills Problem solvers Risk takers	Parental engagement Oracy and reading Cultural capital

The Reading curriculum is implemented in year groups driven by high quality texts which aim to enhance the children's understanding.

Reading is taught daily through a variety of means including phonics lessons, shared, whole class, paired or independent reading in both Reading specific sessions and across the whole curriculum. In addition to this, comprehension lessons are explicitly taught in Key Stage 2 three times a week. An overview of our Phonics programme can be found here:

https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/12/Programme-Overview_Reception-and-Year-1-1.pdf

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The Reading curriculum is implemented following the Reading coverage document and progression is detailed in the READING skills progression document.

Vocabulary development in Reading is vitally important as pupils' acquisition and command of vocabulary are key to their learning and progress not just in Reading but across the whole curriculum.

Finally, we use assessment to check pupils' understanding of what the READING curriculum intent says they should know, and to identify and correct misunderstanding and inform teaching.