

Intent

At The Gates, English is at the heart of what we do and engrained into the school curriculum. We aim to deliver a high-quality English education enabling foundations for every child to become literate, preparing them with the skills for adult life. Through reading in particular, pupils have the chance to develop culturally, emotionally, intellectually, socially and spiritually. We recognise that reading is an essential life skill and therefore strive to ensure that every child, regardless of gender, ethnicity or social/economic background, develops the confidence and competence to embrace literature in its many forms. We endeavour to foster passions for lifelong reading for all children and achieve this through engaging all children in high quality learning experiences.

We aim to:

- To provide children with the skills to decode words in order to be able to read fluently with understanding of what they have read.
- To support children to achieve a good understanding of phonics and early reading so they can move on to become confident, independent readers.
- To develop a child's love of reading through widespread reading for enjoyment.
- To ensure pupils acquire a wealth of vocabulary through exposure to high-quality texts.
- To enable pupils to use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- To have a consistent reading approach throughout whole class reading and phonics sessions to ensure high outcomes.

Implementation

Curriculum:

As a school, we believe that creating a culture of reading is a vital tool in ensuring our children are given the best life chances. Cultivating readers with a passion for a wide range of materials will ensure that children's love of reading will extend far beyond the classroom and allow them to build on their skills independently through a real curiosity and thirst for knowledge.

From their very first moments in the school children take part in phonics sessions and also immersed more widely into a literacy-rich curriculum. In Nursery, the children learn about the early speaking and listening skills such as hearing and identifying the initial sounds, discriminating between environmental sounds and oral blending and segmenting that lay the foundations for Phase 2 phonics teaching.. From Reception class, our children follow the Essential Letters and Sounds validated SSP programme through to Key Stage 1. Our curriculum aims to motivate and inspire children to become confident and enthusiastic learners through a curriculum designed to ignite a passion for literacy. Our curriculum is designed to embed and build upon previous knowledge and skills in a systematic way, ensuring rapid progression that stems from robust assessments. Skilled teaching enables children to become confident, fluent readers with secure understanding that is at the heart of the curriculum.

Reading and Writing are intrinsically linked, because of this, our English Curriculum follows a clear sequence. Reading is taught daily for 45 minutes across Key Stage 2 using a whole class reading model. Teachers aim to use a range of challenging and stimulating texts which exemplify key features of a genre and writing elements that are expected in children's writing at each stage.

Throughout their time at The Gates, children will be immersed and will experience a range of genres covering non-fiction, modern and classical poetry and fiction by a range of poets and authors from around the world. These genres will build as they move throughout the school, so that by the end of Year 6, the children are equipped with knowledge and experiences of genres to allow them to select books for purpose independently.

Within reading lessons, teachers carefully plan to ensure a consistent skill based approach to reading is evidenced. Each reading lesson, will focus solely on specific reading VIPERS skill such as: Vocabulary, Inference, Prediction, Explain, Retrieve and Sequence/Summarise. This provides children with the opportunity to experience high-quality discussions, in turn developing a capacity to explain their understanding of books and other reading.

Feedback during the lesson is provided as written as verbal with the sole purpose to support children in moving forward with their learning.

Cross-Curricular Links

Medium Term Plans have been created to ensure a range of high-quality fiction and non-fiction texts are accessed throughout the year. These plans define the novels we use and ensure an appropriate balance and distribution of work across each term. Each half-term, the class novel links to other curriculum areas such as Science, History, Geography and PSHE. This ensures that children's learning is further enhanced and their vocabulary broadened.

Where appropriate, on non-fiction days, teachers will use texts linked to other curriculum areas to enhance and deepen learning in a meaningful context.

Reading for Pleasure:

Children are provided with dedicated 'reading for pleasure' time, 15 minutes each day, which provides children with the opportunity to delve into books which whisks them into other worlds and give them the opportunity to explore new adventures and journeys.

Home Reading:

Children have access to a range of quality fiction and non-fiction and poetry books suitable for their stage in reading:

Phonics books matched to the sounds learnt that week

Book banded reading schemes

Free readers (100 Book Challenge).

To encourage and emphasise the importance of reading, a home Reading Challenge is in place across the whole school. Children are expected to read regularly at home; at least 5 times across the week. This is monitored through a traffic light system and recorded in school and on a display in each classroom. Children who read 3 or 4 times a week achieve 'yellow' status and any less than this is 'red'. The children who read the expected 5 times or more are displayed on 'green' are entered into a prize draw to win a book. This data is then collated by the class teacher and totalled to give a class percentage. The class with the highest percentage each week receives a certificate and a badge on the awards display in the hall. Children and families record evidence of reading using the Go Read app to track activities. Staff in school also use this to record and comment on one to one reading sessions and comments can be seen by all users.

Planning:

We use The National Curriculum in the planning of the English Programmes of Study. In accordance with the

planning procedures, Reading is planned discretely and as a vehicle for learning in other areas. We carry out the curriculum planning of English in three phases – long term, medium term and short term.

Long Term Planning:

The National Curriculum outlines the units of work to be taught over the course of a year in each year group.

Medium Term Planning:

Our medium-term plans have been created to ensure a range of high-quality fiction and non-fiction texts are accessed throughout the year. These plans define the novels we use and ensure an appropriate balance and distribution of work across each term. Within each half term, writing opportunities are also provided to ensure a holistic approach is met between Reading and Writing.

Short Term Planning:

Class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives and outcomes for lessons and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning and T.A deployment.

The Early Years Foundation Stage:

The building blocks of reading are taught through phonics sessions following the ELS SSP Programme. Children then have opportunities to apply their knowledge and skills through reading activities, enhanced provision and one to one matched reading book sessions. Comprehension skills are taught through carpet times sessions and throughout provision. (These objectives can be found on the skills and progression documents).

Assessment

Marking:

In KS1 and KS2, Teachers assess Reading and Writing daily. Work is marked to the learning objective and each day, the learning objective is highlight to assess children’s learning for that day. Green – Learning objective met, Amber – Learning Objective working towards and Pink – Learning Objective not met. Children are also provided with the opportunity to respond to checks and challenges or read and respond comments which develop their learning further. In EYFS children’s reading achievements are captured on Seesaw through video recordings and photographs which have comments and next steps where appropriate. Evidence of reading in phonics lessons is recorded in phonics books daily and marked inline with the school policy.

Short-term assessments

The short-term assessments that teachers make as part of every lesson help teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives and learning outcomes.

Medium-term assessments

Medium-term assessments are used to measure progress against the key objectives/ learning outcomes, and to help class teachers plan for the next unit of work.

Reading is assessed termly with the use of NFER tests. Y2 and Y6 use end of key stage assessments. Teachers administer the tests during assessment week and enter data to be analysed by the English Subject Lead. Reading papers are to be analysed to see gaps in understanding which will then inform their future planning.

Interventions:

Through the academic year, children are identified to receive additional support with their reading. Interventions which include, additional phonics, daily reading and comprehension practise are carefully planned for and monitored by the teacher.

Inclusion

Teaching English to Children with Special Educational Needs:

At The Gates School we teach Reading and Writing to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Teachers provide help with communication and English through:

- Using texts that children can read and understand
- Using visual and written materials in different formats
- Using ICT, other technological aids and recorded materials
- Using alternative communication such as signs and symbols
- Using amanuenses

Equality of Opportunity:

All of our children have equal access to reading provision and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. Children who need additional support are identified early and the impact of interventions is carefully monitored. SEND pupils are catered for, and progress is monitored according to their individual needs.

Enrichment:

Children receive many opportunities to celebrate and to encourage a love of reading outside of the curriculum. The 100 Book Challenge is an initiative to provide a reading spine for each Key Stage from EYFS- UKS2. Books have been carefully chosen to enhance vocabulary, provide a range of exposure to different genres and get children and families immersed in quality books. The children collect certificates at 4 different milestones within the challenge. To ensure that books are age appropriate, a 100-Book Challenge has been created for all phases: EYFS, KS1, LKS2 and UKS2. During phase assemblies children have Book Talk time to discuss books that they are reading. Reading Buddies are the school Reading Leaders. Their role is to support the KS1 children with their reading and to inspire their peers to read. They have an active website page and Twitter page.

To further instil a love of reading, we celebrate different authors by regularly reviewing books, researching authors and illustrators and taking part in national book days such as World Book Day. Author visits are arranged where possible and children have the opportunity to ask questions to further ignite a passion for reading. Reading bingo competitions are also regularly in place and entries receive a prize and feature on the school website. School has strong links to the local library and children visit this regularly. Librarians also visit the school to read to the children and raise the profile of the library service.

Impact

Through the clear and aspirational intent, structured and rigorous implementation of the English curriculum, we aim to provide all our children with a broad and balanced depth of knowledge and skills.

All the skills of English are essential to participating fully as a member of society; pupils, therefore, will learn to

speak, read and write fluently and confidently.

- Through the teaching of systematic phonics and reading enquiry, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum.
- As they develop their own interest in books, a deep love of literature across a range of genres, cultures and styles is enhanced.
- Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records.

Progress across classes is closely monitored by the subject leaders and senior leadership team. Monitoring will include: regular book looks, lesson observations and pupil voice interviews. The findings of this monitoring will be used to inform next steps for the children and the implementation of writing across the school as a whole.